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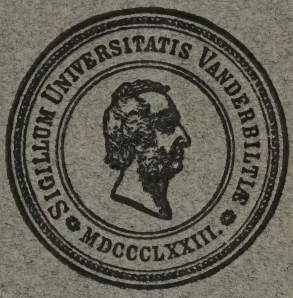

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VANDERBILT UNIVERSITY QUARTERLY

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Vol. III OCTOBER, 1903 No. 4

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The VANDERBILT UNIVERSITY QUARTERLY is published by Vanderbilt University, and is the Official Organ of the same. Subscription price, fifty cents; single copy, twenty-five cents. For advertising rates, address the Business Manager.

Entered as second-class matter at Nashville, Tenn.

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VANDERBILT UNIVERSITY QUARTERLY

A Record of University Life and Work

Vol. III OCTOBER, 1903 No. 4

THE WESLEY BICENTENARY AT VANDERBILT.[1]

PROF. THOMAS CARTER.

Of the many "Wesley Programmes" which the current year has afforded, possibly none has been more interesting and instructive than the one presented at Vanderbilt University during the week of June 17 through 25 last.

It was decided by those in charge to have the exercises in connection with the Summer Institute, which meets annually immediately after commencement. This year, as the time fell in well with the anniversary of John Wesley's birth, nothing could have been more appropriate than to devote a good part of the programme to the discussion of his life, his place in history, and his influence on the Christian Church. Consequently a comprehensive programme was provided, covering as far as possible the many phases of his marvelous activity.

The first of the series was delivered Wednesday evening, June 17, and struck at once the keynote of the occasion, bringing to view the great truth that Methodism was not an isolated fact in modern Church development, but had its roots sunk deep in the past of all that was best and highest in the antecedent religious life of England. To bring this

[1]Thanks are due to the speakers for suggestions and the Nashville daily press for the use of their files in the compilation of this paper.

point clearly into prominence, no fitter theme could have been chosen than "The Mother of the Wesleys," nor could an abler speaker than Bishop Galloway have been selected for such a theme. His address was a splendid presentation of the life and character of this truly noble woman—possibly one of the greatest that the world has known.

After a brief introductory remark on the prevalence and pertinence of anniversaries, the speaker gave a short sketch of Susannah Wesley's life, and then discussed the several phases of her character as illustrated in the way she fulfilled the successive obligations of wife, mother, and Christian. The Bishop said in part:

We live in a time of anniversaries and celebrations. Not many years ago we celebrated the centennial anniversary of the Declaration of Independence, the centennial of the adoption of the American Constitution, of which Gladstone said, "No greater uninspired document ever sprung from the human brain," and next year we will observe the one hundredth anniversary of the Louisiana Purchase. Not many years since the quincentenary of the birth of John Wyclif and the four hundredth anniversary of Martin Luther's birth were celebrated. It is appropriate that we should fittingly celebrate the birth of that wonderful apostle of the eighteenth century, John Wesley.

Example has no tongue, but it speaks louder than mere words. The triumph and trials of others stimulate us to greater exertions. Haydn drew his inspiration from the music of Handel, Franklin owed much of his success to the ambition inspired by Cotton Mather, and many of the world's great men have been aided by the example of others. The example of the mother of John Wesley may inspire us.

Susannah Wesley was distinguished by her sons, not through her ancestry, though descended from a family not unknown to fame. She will be remembered not as the daughter of Samuel Annesley, but as the mother of John and Charles Wesley.

Samuel Annesley, the father of the woman who afterwards became the mother of the great apostle, was a great preacher, a powerful orator, and a distinguished man. At an early age he was devoted to the ministry, and was a preacher of the gospel till the end of his life. He was a friend of Daniel DeFoe, who made many references to him in his writings.

When he died, in 1696, after fifty years of faithful ministry, his last words were: "When I awake in thy likeness I shall be satisfied." Such was Dr. Samuel Annesley, the father of Susannah Wesley.

Of the mother of Susannah Wesley no record exists. The world will never know how much it is indebted to her for the character of her daughter. Perhaps she transmitted those wonderful domestic virtues which were so strongly developed in the mother of the Wesleys and which had such influence on her sons.

Susannah Annesley was born during her father's ministry in London. Little record of her early life is given, but some facts have come down to us. She knew French thoroughly, had some knowledge of Latin and Greek, and wrote English with a facility of expression that was remarkable. Living at a time when the higher education of women was frowned upon, she taught herself until she had attained knowledge far ahead of the women of her time. She was no genius and had none of the eccentricities of genius. One of the most remarkable of her virtues was her poise of character. She had not the mathematical skill of Herschel, the poetic gifts of Hemans, nor the classic finish of Madame de Staël, but she had gifts which made her the equal of any one of these.

Into the household of Samuel Annesley came young Samuel Wesley, then a student for the ministry. He was a man of marvelous industry and deep and fervent piety. One of his traits was a deep love of poetry, from which sprung the talent of Charles Wesley, the Poet of Methodism.

He married Susannah Annesley in 1689, when she was nineteen years of age. They settled in the parish of Epworth, where for forty years Samuel Wesley carried on a religious movement greater perhaps than any except that of the sixteenth century. Throughout his work as a minister he was strengthened by the sound advice and encouragement of his wife.

As a wife, Susannah Wesley stands as a type. She had an exalted idea of the duties of the wife. Theirs was a union of soul, of free affection, and sound judgment. She was the strength of his ministry. Her wonderful economy, marvelous industry, and excellent management made his slender stipend as a minister go a long way and allowed him to work to the greatest advantage in his chosen field.

As a mother, Mrs. Wesley won a crown of undying glory. She was the mother of nineteen children, thirteen of whom

grew to youth, and ten to manhood and womanhood. She hailed each accession to the family with joy and thanks, receiving each new charge as one more to guide in the paths of religion and uprightness. There was no suspicion of race suicide in that Lincolnshire parish. It was a remarkable family group. All were under her eye and loyal to God and to high ideals.

There was never a mother who bestowed such care upon the religious training of her children. An hour was set apart each day for religious instruction, and one child after another was given individual care and attention in the matter of religion. She wrote three books to be used in the religious training of her children, and applied their principles with the most scrupulous care. There in that little rectory was born that great movement which has come down to us through the ages.

As a Christian, Mrs. Wesley was prayerful and conscientious, employing every moment to serve the Lord and to cultivate the graces of her own soul. She set apart an hour every morning and an hour every evening for secret communion with God. One of her sayings has come down to us: "Examine your conscience three times a day, and never lose an opportunity to commune with God."

On April 23, 1735, Samuel Wesley fell asleep, and the aged mother found a home among her children, who vied with one another in making the evening of her life pleasant. She passed away on July 23, 1748, and was buried near the dust of John Bunyan and Dr. Watts, and there her remains await the glorious morning of the resurrection. May we perpetuate her memory, and join with Isaac Taylor in saying: "The mother of the Wesleys was the mother of Methodism!"

On Thursday morning Bishop Hoss was to discuss the theme: "The Historical Conditions That Called for Wesley, and His Providential Preparation for His Work." Owing to unavoidable detention, the Bishop was unable to be present; but sent his paper, which was read by Prof. Denny. It was a masterly presentation of the various influences at work in the latter half of the seventeenth and beginning of the eighteenth centuries. Bishop Hoss is known as one of the most learned and accurate historians, and his study of pre-

Wesleyan conditions possessed a charm and vividness appreciated by all present.

On Thursday night Dr. Tolman gave an address on "The Influence of John Wesley on the Anglican Church." The following is a partial synopsis of his remarks:

A prophet of God does not belong to one communion, but to the universe. John Wesley had a world vision of Christ, and all Churches are more Christlike on account of the life of this man. "I desire to have a league offensive and defensive with every Christian man," said Wesley.

In the first place, John Wesley's secret of power lay in the sincerity of his own convictions. He awakened heart religion, which stirred the common people. He broke away from the narrow formalism of the day to preach the pure, simple principle of Christ.

The second feature of Wesley's power was his recognition of salvation as the result of faith and not as a matter of dogma. "A string of opinions," he declared, "is no more Christian faith than a string of beads is Christian holiness." Faith is not like a garment. Faith is not like a cot, crusty and bare, upon which we are forced to lie. Christian faith is friendship with Jesus Christ. It is not a dead thing. Here is the transition of the cold and formal creed into vital Christianity.

In the third place, his understanding of the operation of faith was one of the features of Wesley's teachings. Man is saved by his love for God and for all mankind. It is not to be expected that this result can be gained by that weak thing the world calls faith. The *modus operandi* of faith is love. We have the regular laws of love just as we have the laws of light. Our hearts must be filled with this radiant energy of Christ's love before faith can exist. The whole secret of photography is this: The silver nitrate and other chemicals have to be decomposed by the sun, so that the part shaded by the object stands out plain. That is the way with us. We have to have our self-love and our jealousies and our narrow and selfish selves cut out before we can have the image of God in our hearts. Nothing can come between us and the Christ. These are natural laws I have been giving you, but I tell you God's laws are all the same, whether in the spiritual or natural world.

In the fourth place, Wesley's influence showed upon the Church in his views of the redemptive force of Christ. Wes-

ley says that redemption relates to that change that God makes in us—the change wrought in the soul when it is renewed in Christ Jesus; when love of the world replaces love of self, kindness comes in in place of jealousy and rancor. If a man has not the spirit of God, he is none of his. Eternal life is merely to know Jesus—to know him as a dear friend. Redemption is simply this, a hope of glory.

Intense opposition to Wesley's teachings subsided later, and the pulpit of England was elevated and raised higher in love. Dean Farrar says that the condition of England was dark, the people were steeped in immorality and sin. Wesley offered the first hope of salvation—of peace in Christ. "Worlds and churches," he says, "are not saved by committees and conferences; those revolutions are started by men who have come forth from the hedges, by men who have become themselves elected to cast their burning zeal into other workers. Such men are necessarily rare in every age and generation. Such a man was John Wesley."

The influence of Wesley's teachings was the man. The power of the preacher is his personality. Wesley's power lay in his ability to put himself in another's place. In some sense the influence of that great churchman Phillips Brooks in America can be compared with that of John Wesley. The greatest man, I believe, is that man who takes to himself humanity. Such a man, can you bind him to one creed, to one Church? So at this occasion of the Bicentennial of John Wesley's birth, I think we should dedicate his memory to the world, to the Church of one faith, one hope, one love. "Best of all, God is with us," were his death words. They should be our watchwords. Let us one and all be more consecrated in Christ. Let us not be content simply to admire John Wesley. That is easy. Let us go out in the world and be John Wesley. That is what God wants.

The fourth lecture of the series was delivered by Bishop Hargrove. His subject was: "John Wesley as an Organizer and Religious Leader." He reviewed at length the conditions which Wesley had to face when he undertook the work of making the Methodist Church a permanent institution. The man Wesley was pictured with his great resolution, his absorbing faith in God, and his burning desire to do something for England and the world.

A born leader, he had the irresistible magnetic qualities

that gave him such a hold upon the common people. The Methodist Church of to-day is but an elaboration of the principles Wesley laid down nearly two centuries ago. Wesley built for all time. As an organizer, he had the foresight of a real prophet, and laid plans which the Church of to-day has hardly yet measured up to.

Friday night Prof. Denny discussed John Wesley's "Influence upon the English People." This lecture was devoted principally to that period of English history just preceding the time of Wesley, showing how difficult it is for us to imagine how vast a difference there is between the life of the English-speaking people to-day and that of the eighteenth century. At that time there was no safety in night travel; the simplest and, to us, most necessary household articles were very scarce; and oftentimes we look in vain for any ray of hope for the moral welfare of the masses. It must not be understood, of course, that there was no morality and no religion (no such state has existed since the Church was founded); but in this period, as sometimes unfortunately occurs, morality and religion were having their winter season. This fact is borne out by the general impurity of the times, the universal spirit of gambling, drunkenness almost beyond a parallel, political corruption, and the brutal delight the populace seemed to take in the numerous executions that the penal code of the day made necessary.

In a lecture delivered Monday morning Prof. Denny showed how large a part Wesley and his helpers had in correcting these evils and laying the foundation for their ultimate eradication.

"The Literary Activity of Wesley" was the subject discussed by Dr. G. B. Winton, editor of the Nashville *Christian Advocate.* It is wonderful to read over the mere list of the works of Wesley. He seems to have been at home in so many varied fields of literature, and to have cultivated them so well, that the wonder is that he ever had any time for preaching or administering the affairs of the societies. He first appeared in print in 1733, and from this time on to the year 1788, when he published the second series of his Ser-

mons. Between these dates, including more than half a century, we find him writing pamphlets without number, editing books on all manner of subjects, histories, medical works, novels, natural philosophy, poetry, electricity, and all the while carrying on his fascinating journal.

Prof. Carter's theme was "Wesley as a Preacher." His paper was an attempt to show that the real work of Wesley was to fulfill his calling as a gospel preacher. He was fitted for this great work on all lines. His physical constitution, his mental equipment, and his spiritual experience were all suited to this end. And throughout a long and laborious life he made full proof of his ministry.

Along with all these gifts he had also that most essential of all requisites for the true preacher—a sincere and universal sympathy for men and an earnest desire to help them to a holy life.

The subject of "John Wesley's Relation to the Modern Sunday School" was ably discussed by Dr. H. M. Hamill. As Dr. Hamill has made the Sunday school his life work and study, his address was one of unusual interest and importance. The whole history of the founding of the modern Sunday school was reviewed, and the relation of Wesley clearly shown by the following considerations:

Every great religious reformation has been marked by the fact that it began with adult life, thence passing down to children and youth. Such is the natural and inevitable course, and the Wesleyan movement exactly followed this course. Neither Wesley nor Raikes invented the Sunday school as a religious institution of the Church, as history abundantly proves. The issue is, therefore, not who invented or founded the Sunday school, but who restored it to the Church after a lapse of two centuries? Raikes's schools were purely philanthropic and popular, their one purpose being to teach the rudiments of learning to the children and to draw them from the ignorance and viciousness of the streets on the one day they were not at work in the factories of England.

As such charity or free schools, they were under paid teachers, with a curriculum entirely secular, and are commonly regarded as the beginning of popular education.

Their motive was philanthropy, not religion. These schools were violently opposed both in England and America by the Churches because they were in fact secular schools held on Sunday.

John Wesley and his helpers indorsed them as subjects of charity, and saw in them possible "nurseries of Christians." Methodism, led by Wesley, both in England and America, at once set itself to convert these schools from secular to religious, and so did. Methodism was thus the only organization to utilize these transformed Sunday schools, and the Established Church, seeing the swift gain of Methodism among the masses, changed from hostility to friendship for Mr. Raikes's idea, and thenceforth made his schools at once Church schools. Out of this fact, and this alone, arose the claim that Raikes, and not Wesley, was the founder of the modern Sunday school. Raikes was no more than an accident, and his system of schools an incident among the results of a great religious movement born of John Wesley.

But whatever the facts or whoever the founder, the Raikes schools would have died out—and in fact they did decline—but for the change from paid to gratuitous instruction on the part of teachers. It is admitted by all that the schools of Methodism were from the beginning the only ones under unpaid teachers. It is a further fact that the spread of the eighteenth and nineteenth century Sunday school was exactly coextensive and contemporaneous with the spread and development of Methodism both in the old and the new world, because the Methodists alone, as a people, were friendly to them.

Dr. Hammond, Secretary of the Board of Education of the Methodist Episcopal Church, South, brought before the Institute the general theme of "Wesley and Christian Education." Wesley was less prominent in education than in religion. In his time great institutions of learning had been long established. He was among the most cultivated men of the time. Up to eleven years of age he was under the instruction of his mother; from eleven to sixteen he was at Charterhouse; he then entered Christ College, Oxford, and stayed there till he was twenty-two. Here his progress in the languages and logic was hardly less than phenomenal, and he rapidly gained the admiration of all for the breadth and accuracy of his learning. Such an equipped man was in

the line of providential appointment for the great work of popularizing letters and lifting the great mass of England's poorer classes to a higher intellectual plane. No man less than the famous Oxford scholar could have rendered such heroic service in the cause of Christian education.

One of the many pleasures of the celebration was the opportunity afforded from time to time to hear the character of Wesley discussed from the standpoint of members of other denominations. In pursuance of this conception, Dr. Lansing Burrows, pastor of the First Baptist Church of Nashville, delivered an address on the subject of "The Larger Wesley." In an admirably prepared paper he showed that the influence of Mr. Wesley was not confined to a narrow circle of admirers, but extended to almost every class of society and made itself felt in every branch of human endeavor. As the speaker skillfully turned the light of historic investigation upon the several phases of Wesley's manifold activity his real worth to the modern world and his claim to being the greatest Englishman came out with telling emphasis.

The twelfth lecture was delivered by Dr. Seth Ward, Assistant Secretary of Missions of the Southern Methodist Church. In the course of his address the following points were made:

The great revival of which Mr. Wesley was so important a factor, the influences that were exerted by that revival, and the world's evangelization that has followed as an after effect are justly ranked with the sixteenth century awakening. John Wesley did more than any man of his century to spread the gospel of Christ to the ends of the earth. The age of Wesley was not an age favorable to missionary spirit. It was but forty-five years between the death of Oliver Cromwell and the birth of Wesley, but the decadence of that period is almost immeasurable. And yet the Church of England had not entirely disregarded its duty to the people without Christ. A Society for the Propagation of Christianity had been formed and some missionaries had been sent forward.

John Wesley himself was a missionary. When a young man he came to America—to the Georgia colony of Oglethorpe—as a missionary. Circumstances prevented his taking up his work actively, but there is no doubt that his

spirit was genuine. And yet I hardly think that Wesley ever preached what we call a missionary sermon. In the sermon that is nearest to ours on this subject he draws his text and arguments from the prophets—a good source, assuredly; but yet Mr. Wesley does not look to the immediate evangelization of the world as we do to-day, and with this exception there is not a sermon in his collection that is typically missionary.

Mr. Wesley, returning from America, seems to have realized his lack of experience in religion, and so leaves alone any effort looking to the direct and immediate salvation of the world. He devoted himself largely to the twofold work of evangelization and organization. The doctrinal basis of Methodism is missionary. Sooner or later there comes a close relation between our devotional basis and our lives, between our dogma and our actions.

The doctrines of the early Methodist Church—those preached by Wesley and his associates—were essentially missionary. They cannot be held to be otherwise. In the doctrines, I say, on which Wesley and his co-workers laid their stress world evangelization is necessarily implied. If I were to say what I regard as the greatest feature of John Wesley, I should say it was the ability of the man to see the essential thing, and the fearlessness and vigor with which he pressed the point. He laid hold of the great, throbbing, spiritual phase of his work. All else was made secondary. Methodism is essentially a spiritual life.

Not only the doctrinal basis but the providential place of the Methodist Church calls for evangelization. Wesley was an Englishman, and the English-speaking race led off in the Methodist movement. It meant a great deal that the new movement should be headed by this virile, vigorous, aggressive race. The posterity of Wesley—the Methodist Church—stands second in the list of Protestant religions. While it ranks second in number, it stands first in missionary enterprise and work. This should bring to every Methodist an oppressive sense of the responsibility devolving upon his Church.

The last lecture of the series was delivered on Thursday morning by Dr. Ira Landrith, editor of the *Cumberland Presbyterian.* His subject was "The Catholicity of Wesley." The speaker eulogized the broadness of John Wesley. He declared him too heroic, too large of mind and spirit, to be-

long, in a sectarian sense, to any Church or sect. By nature Wesley was made for the world. He was the gift of God to humanity.

The closing words of Dr. Landrith may be regarded as a splendid setting of some of the many lessons brought forward during the time given to the study of the Founder of Methodism:

I desire to speak not so much of Wesley as of the present-day tendencies for Christian coöperation. We are beginning to recognize the brotherhood of Christianity. John Wesley saw this from his height of spirit a century and a half ago. The world is now standing in his track.

Loyalty to one's own Church licenses fraternity with all other Churches. Deepness of conviction allows a man to swing all the way round. It gives him sympathy, kindness, magnanimity. Sectarianism is a sin. It is a sin against God and the world. It is a barrier to the evangelization of the world for God. That is the narrow, grasping, miserly sectarianism I have reference to. Magnify your own creed without slandering that of your neighbor. The biblical test of piety is brotherly love. We are all working for the same end. God is our aim, and the Church in these times is catholic in coöperation, in spirit, in deeds.

The twentieth century is a century of waning sectarianism. Coöperation in Christianity is in the atmosphere of the times, and is necessary for the winning of men to Christ and the accomplishment of great reforms. Our paths lie in the same direction. Let us take hands and go forward.

ENTRANCE EXAMINATIONS IN ENGLISH.[1]

W. R. WEBB, JR., BELLBUCKLE, TENN.

ENGLISH is required by the colleges for a twofold purpose: First, it is the vehicle by means of which all other subjects, whether language, science, or art, are taught; and for this reason a degree of accuracy in speech, a certain amount of clearness and force of expression, but above all a thorough

[1]Read before the University-School Conference, Vanderbilt University, May 1, 1903. Uncredited quotations in this paper are from an article on the same subject in the School Review.

understanding of English when spoken by others, becomes an absolute necessity. The second object for requiring English is that the colleges wish the student to be in touch with at least some of the literature of the world, and wish him to receive some of the benefits of English as a culture study. From this standpoint English is by no means a necessity for the pursuit of college work, but it stands upon a par with the other subjects required. Provided a student has a working knowledge of English—if I may use that term to cover my first definition—a familiarity with English literature is no more necessary, as a preparation for some college courses—as mathematics, for example—than is chemistry, biology, or Sanskrit.

The entrance examination in English must test the student's ability to appreciate college work from each of these standpoints. First, it must test the candidates from a purely mechanical point of view. In order to impress this upon the student, many of the Vanderbilt examinations have printed at the very first that statement from the University Register which says: "No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or the division into paragraphs." Too much emphasis, it seems to me, is often laid upon these very desirable accomplishments. Is it always wise to deny a college course in all departments to a student who is deficient in these mechanical tests, provided he is well prepared along all other lines? For example, spelling is a matter of convention, and correct spelling should be insisted upon from every child of a certain age. Correct spelling is an accomplishment, not an absolute necessity. "Its acquirement will not make a man cultured, nor its nonacquirement necessarily render him illiterate." To spell badly is, of course, a serious blemish to good work, and will prove a great handicap to a boy through his whole life in almost any pursuit; but from the standpoint of pedagogy are we always wise in demanding a faultless standard in this particular?

There are certain subjects which, if studied at the proper age, are of an inestimable value, and which in themselves

will be of use as culture studies, but which lose this cultural value when pursued by boys that have passed the age to which they are naturally adapted. Geography in the old sense was such a subject. There is an age when the child considers the memorizing of the boundary lines of States or countries as an object in itself. He can be interested in this alone. At this age such a task has a wholesome amount of educative value and becomes a culture study; but when that age has passed, such a task becomes mere drudgery, and it is almost unendurable. Of course the boy that does not have a clear idea of the location of States or of countries will fail to have a clear perception of many events that will come to the interest of his after life. But if a boy has passed the age when the memorizing of boundaries is a natural task, are we not doing him a harm to force this upon him? At this age geography should be subsidiary to the study of history and science, and should be insisted upon only so far as it reënforces the historic or scientific study.

Spelling should be placed in the same class. The ability to spell correctly is learned early. The boy of eight or ten regards it as an object in itself, and often delights in learning to spell long and difficult words. For him spelling possesses even a cultural value. But when a boy has passed this age, when his opportunity or ambition has come late in life, and as a consequence he is deficient in spelling alone, do we not make a great mistake in forcing him to devote to drudgery time that might be so profitably put to other uses? Is it not far better to center the mind upon facts adapted to present needs than to force it to look back upon past defects?

The second object of an examination in English is to test the ability of the candidate from a scholarly standpoint. It seeks to know whether he has read the books assigned with care and appreciation and whether he can discuss these books with ready and accurate expression. The college professor who sets the paper does not know the candidate, and often he has never met the teacher. Hence he cannot know the point of view from which the books have been studied. Especially is this true since no two teachers stress the same

points or regard the same points of greatest importance. For this reason, the questions asked should be mainly along general lines and should be those which are most likely to be regarded important by the teachers of all the schools which present candidates for admission. If the examiner wishes to give a question which will require the student to think along lines not previously suggested (a sight question in English), he should make this of the simplest kind. The secondary school boy is not original in literary matters, and he will be slow even in finding what he thinks upon a totally new question and will often waste much time in trying to decide what to say as well as the best way of saying it. For example, let me illustrate this point by a question from one of your examinations, which is as follows: "What relation has the prelude to 'The Vision of Sir Launfal' to the main text?" If this question has been discussed by his teacher, the boy may be able, parrotlike, to answer it; but if this has not been fully discussed in the class room, it would be an exceptional boy that could answer it, even if he had access to the book and was given a much longer time than is usually allowed for examination. Such a question as this, if asked at all, should be placed as one of several, from which the boy is to choose only a part, and I am glad to note that this has often been done.

It seems to me that boys should be urged to take great pains in answering such questions as "Give a short account of your preparation in English, stating the time spent upon English studies, the number of essays written, the text-books used, and the books read in connection with the courses in English." Such a question is worth much to determine whether a boy has done his English work intelligently; and if there should be added another along the same line, such as "Which of these books has made the deepest impression upon you? State your reasons," or "What book read by you, but not required for class study, did you most enjoy, and why?" If a few general questions such as these are faithfully answered, the examiner will be well upon the road to determine the literary tastes of the student and to know whether he

is able to pursue a college course in English with appreciation and profit. Another question that may be used for the same purpose is the following: "What poetry have you ever memorized that was not required by your teacher? Why did you select this?" A few general questions like these would go far toward finding the degree to which a boy's literary taste has been developed. In answering questions of this kind he will be compelled to express himself and his own likes and dislikes, and not give the bookish impression of another.

Literature is the goal of all teaching, and it is the inheritance of every child born in the world. Although science is useful, literature is essential if things of the spirit are superior to things of the body. Literature should be begun in the nursery, and it should go through the kindergarten and the primary school, and increasing emphasis should be placed upon it in the high school and college. Although any reasonably good author may be made the means of getting that working knowledge of English indicated above, only the most careful selection should be made for promoting a taste and love for good literature. The child mind by nature craves the romantic, and he takes to the classic later in life when enterprise yields to attainment and action gives place to criticism. It is hard to explain the insistence of the colleges on the classic in the requirements of secondary schools, except that on the theory of survival it is the dead hand of the past resting upon the present. We once taught that only classic models were worthy of imitation, that a Shenstone garden was the only worthy product of art in horticultural matters, but to-day the theories of landscape-gardening have turned away from the more formal models of the past. What boy can love literature if Pope, Addison, and Dryden are the authors to whom he is introduced as models? These authors fill an important place in the development of English literature, and they deserve a place in a course of study on that subject; but they should find it in the college course after election has begun, and, if they suffer the doom of reprobation by being passed by, pedagogy at least will shed no tears.

Carlyle is not a successful writer for boys, and Burns should take the place of Carlyle on Burns for two reasons: First, the literature criticised should be read before the criticism; and secondly, Burns is spontaneous and natural, but Carlyle's criticism is reflective.

The time spent on Macaulay's essay on Milton could be more profitably given to Milton himself. Macaulay's untrustworthiness as a critic offsets the brilliance of his rhetoric; and though boys sometimes become fond of Macaulay, it is still a doubtful requirement.

If the examinations in English were of such a sort as to allow the schoolmen a little more latitude in the selection of books, I am sure they would send to Vanderbilt boys much better prepared than when they are held slavishly to the college requirements. I think that most teachers will agree with me in saying that "The Princess" has not been a happy selection for preparation for college. Boys are not interested in the "theory of life entertained and exemplified by the women of 'The Princess,'" as your paper of 1900 expresses it, and they know nothing about the educational ideals of the women in a modern college, "such as Vassar or Wellesley," and they could never successfully compare the two, as you ask them to do in that paper. If some great army had made an assault upon the princess and had reduced her to great distress, and at this time the prince had come to the rescue, like his father, reddening what he kissed with blood, boys might have endured, they might even have loved the princess. Of the characters in this book, it is the old king that appeals most to a boy. He thought a king a king and held his scepter like a pedant's wand to lash offense. The prince loses a boy's heart when he puts on woman's dress and falls with the weird seizures at every crucial point.

While we were studying "The Vision of Sir Launfal" during the past session, at the end of each recitation I told one of the stories from the Arthur legends, leading up to the story of the Holy Grail, upon which I placed the greatest emphasis because of its connection with "The Vision of Sir Launfal." Boys began to ask where they could find the

stories, and at last requested that we study "The Idyls of the King" in place of "The Princess." I readily granted the request—in fact it was what I had hoped for. My class became greatly interested in the legends: a few boys dipped into Mallory; several read Bulfinch's "Age of Fable;" *St. Nicholas,* with Howard Pyle's delightful account, was eagerly sought and passed from hand to hand; and even Littledale's "Essays" disappeared from its accustomed place in the library. I consider the work of the past year upon these beautiful stories the most effective that has ever been done in my class room. This class will not be able to answer correctly questions based upon "The Princess," but they will be more appreciative English students for this substitution. It often happens that a political or literary discussion in the press or a lecture makes it highly appropriate to take up a piece of literature not required by the colleges. In all of this I am not asking for a lowering of the standard, but I do suggest that just a little more latitude in the selection of books be given to us. There may be an occasional teacher that will take an ell if you give him an inch, but in the main the secondary school teachers are self-respecting, and "they wish to smuggle into college unfitted students no more than the colleges wish to reject candidates that are prepared to appreciate their work and are fitted to do it with profit." There may be an occasional abuse of such a privilege, but in the main we would send to college boys much better prepared than when we are held slavishly to a machine standard.

FAILURES IN FRESHMAN MATHEMATICS.[1]

JAMES M'CLURE, NASHVILLE, TENN.

HAVING had four years' experience as a teacher of freshman mathematics and some experience in preparatory work, I may be able to present some phases of the subject under consideration which may possibly throw some light on the oft-

[1]Read before the University-School Conference, Vanderbilt University May 1, 1903.

repeated query: "Why so many failures in freshman mathematics?"

Unfortunately there is always a prevailing sentiment among the student body, as well as among some members of the faculty, I am sorry to say, against the subject; all of which is the direct result of having the literary side of our natures cultivated too much at the expense of our mathematical attainments. I shall undertake to show in the course of this paper that if a student has been properly taught in his preparatory course to like the subject, as he has been taught to like the languages, he will not only have no fears of freshman mathematics, but his scholarship in the subject will be as good as in any other subject.

In reviewing my work as an instructor of freshman mathematics I shall endeavor to give causes which led to failures as I saw them here at the University, and, if possible, trace some back to deficiencies in preparatory work.

During the four years there were enrolled in my classes one hundred and forty-two students, being about one half the total number of students who took freshman mathematics during that period of time. Of this number, twenty-nine stood and passed the regular entrance examinations in algebra and geometry. Sixteen, or about fifty-five per cent, of these twenty-nine proved themselves to be first grade students; seven, or about twenty-five per cent, were second grade students; three, or about ten per cent, withdrew on account of sickness; the remaining eleven per cent failed. Of the sixty students who entered on certificates from approved schools, nineteen, or about thirty-two per cent, were first grade students; twenty-one, or about thirty-five per cent, were second grade students; three per cent withdrew because of sickness; the remaining thirty per cent either dropped out of the class or failed to pass. There were fifty-three students admitted without an examination at all in mathematics. Some of these came from other colleges, and were required to take the freshman course here because they had not done an equivalent amount of work elsewhere. Others of this number managed to get into the class without

either passing an examination or having anything to show that they were prepared to undertake the work of our freshman class. You will please notice the results of this third class of students: sixteen per cent were first grade students, thirty per cent were second grade students, ten per cent withdrew because of sickness, and forty-three per cent failed.

Comparing the three classes of students, we see that three out of the first twenty-nine were failures, eighteen out of the sixty certificated students failed, and twenty-three of the last fifty-three failed, making a total of forty-four failures out of one hundred and forty-two students. With these reliable figures before us, it is easily seen wherein lies the cause of most failures in freshman mathematics. The facts in the case lead me to the conclusion that the greatest cause of failures in this subject is insufficient preparation to meet the requirements of the freshman class.

These requirements cannot be curtailed advantageously to the student so long as Dr. Vaughn and Prof. Schuerman keep their courses in mathematics and mechanics up to the present standard. The success of a student in his classes depends upon a proper preparation in freshman mathematics just as the success of a student in the freshman class depends upon a proper training in his preparatory work. Now it seems to me that there are only two remedies for failures in freshman mathematics. One is better preparation for the work; the other is less work for the freshman class. Which of the two do you prefer? I shall advocate the former because it is in keeping with the spirit of progress which has always characterized the University. The latter remedy would necessitate a backward step in the work of more than one class, and I hope I shall never see the University take a backward step of any kind. Our standard in mathematics here is as high as the best institutions of collegiate grade in the country, and all loyal Vanderbilters should desire it kept there.

There is one way, however, by which the course in freshman mathematics can be shortened without lowering the standard, and that is by requiring a knowledge of plane trigonometry for entrance and letting the freshman class put the

time usually spent on this subject on the analytics and calculus. I suppose that such a move would meet with much opposition, yet I believe it would work to the advantage of all concerned, both institutions and students. It is only a question of time anyway, I believe, when the colleges of the country will require a sufficient amount of work done in high-grade preparatory schools to reduce the time of a boy's career to three years. It has come to pass nowadays that the average age of a college freshman is such that his welfare demands the discipline of a training school to insure better protection of his moral character than he can possibly get in the free atmosphere of a college community. Returning to the point under discussion, if it is granted that it is not best to take a backward step by cutting out any of the advanced work of our mathematic courses, let us now consider causes which lead to failures as I have noticed them in class room work and about the college community in general.

In order that you may appreciate the more what I shall say about causes of failures, and that you may know what is required of a freshman in mathematics, perhaps it would be well to explain the method of teaching followed by myself.

The whole class is divided into two sections, one for each instructor. Each section is then divided into two divisions. Each division recites at separate periods four times a week. Each student is required to take part in the class room work at each recitation. At the beginning of the period I usually gave an opportunity for questions on difficult points. After these were disposed of each member of the class was assigned work to do at the board, and here is where the student is found out by being questioned on his work. It takes only a few recitations to determine the caliber of each student of the class, and then work is usually assigned to each that will serve best to develop him. I usually gave the hardest propositions to my first grade students, and tried to encourage the weaker by assigning work to them commensurate with their respective abilities. I often devoted fifteen

or twenty minutes of the period to what we called a written recitation on the lesson. These papers were read and graded on the scale of ten and averaged with the other daily grades. I found that this was an excellent way to make students work up the subject. I sometimes told them in advance that we would have a written recitation, especially if the lesson contained some principles of unusual importance, and they usually took warning and worked the lesson up thoroughly.

Coming back now to the question under consideration, let us see what the class room work has revealed in regard to the character of our students. We have seen that the whole class may be divided into three groups, according as they have passed the regular examinations for entrance or have entered on certificates from approved schools or have managed to get into the class either without an examination or after having failed to pass on it. I suppose that it will readily be granted that it is scarcely worth the while to discuss the case of failure on the part of a student who has failed to pass on the entrance examination. While it is not always a sure sign that because one has passed the entrance examination he knows enough mathematics to keep up with the class, still if such a one makes a failure after getting in, the burden of responsibility rests either upon the student or his teacher, or both, and in a majority of cases the preparatory teacher is not to blame for the failure. Of course the last statement does not apply to students entering on certificates, for when a student enters on certificate his preparatory teachers must share in the praise or blame for the student's success or failure. It is the failures of the latter two classes, those who have passed or entered upon certificate, I shall now consider.

It is a very rare occurrence that a teacher is blessed with a class entirely free of pupils who may properly be placed in the category of "blockheads." I have always had one or two in my classes, and my experience with them has brought me to the conclusion that the energy and time spent trying to awaken them could be used to a much greater advantage with others in whom there are greater possibilities. We

cannot afford to sow seed where there is little possibility of ever reaping any harvest while there is plenty of rich soil that is likely to go to waste for lack of proper attention. You may ask: "How can such a student pass the entrance examination?" I answer by saying that by diligent, private tutoring you can teach even a parrot many things, and I have also seen some very easy entrance examinations in mathematics.

Unlike nearly every other subject, mathematics has to be worked up in a logical, systematical way. We cannot start in just anywhere and learn a lesson without a knowledge of what precedes. Every lesson is a link in a chain which is absolutely essential to a clear understanding of what follows. So a student, especially if he is not a very apt student of mathematics, cannot afford to let one lesson pass without learning; however, this is a mistake frequently made.

There are so many causes for neglect of work on the part of students that I hardly know where to begin and when to stop. I shall give some of the more noticeable ones and pass on. First, city attractions are the ruin of many. Theaters, dance parties, and other social entertainments catch some who have not the elements of character necessary to survive the temptation of excessive indulgence, and, like others who fail in their work, they do not realize the danger until it is too late.

Again, there is the student who is too enthusiastic over athletics. In his eager desire to "make the team" he neglects his work, makes the team, gets behind while off on a trip; and once behind in mathematics, with more trips to come, he does not catch up, and the first report in the fall shows him to be deficient. While it is true that the faculty requires a student to make a certain percentage in his class work in order to be eligible for the 'Varsity teams, yet it is often too late to do any good when the first fall reports have been handed in to the advisory committee and a man is found deficient, for by that time the freshmen have finished trigonometry, and our athletic friend has gotten so far behind

that he is on the point of giving up mathematics and substituting something else for it.

There is just one other cause of the success or failure, as the case may be, for a freshman that I shall consider before taking up his preparatory training, and that is the teacher himself. He must share his part of the praise or blame for the success or failure of his students. As a successful teacher must be recognized as such, because of the success of the students who enter his class fully prepared for the work to be done by the class, then it follows that the cause of most failures in freshman mathematics must be laid at the doors of our preparatory schools, for you have seen how the facts in the case warrant this statement. Now what must be the qualifications of the teacher? First, he should be a man who will command the respect and esteem of the students under him, not only because of his dignity and nobility of character but also because of his scholarship in the subject, and he should also be a man of experience as a teacher. There has been some complaint on the part of principals of preparatory schools because the freshman class does not have any work under the professors of the various departments. It is thought—and not without good reason—that they should not be placed under the care and at the mercy of the youthful, inexperienced instructors. This is a just complaint, I think, but in some instances the poor freshman would fare worse under the supervision of the head professor than he does under the youthful instructor. The professors are inclined to be more lenient with their classes than the instructors, and the result of it is that their classes are inclined to be less careful about doing their work. I have heard it said often by upper classmen that if their professors were as strict on them as their instructors were they would do much better work and there would be fewer failures in their classes. Head professors usually do most of their teaching by lecturing, and of course their experience fits them for this kind of class room work much better than the younger instructors. But I am of the opinion that the most successful teacher is he who spends as little time as possible lecturing to fresh-

men classes and devotes his energies to getting the members of his classes to do the talking. I agree with Mr. Hubbard, who lectured in the city recently, when he said that there is too much teaching by "impression" and not enough by "expression." The idea is to draw the student out, get him to do the talking, let the teacher resolve himself into a dull, stupid class, and make his students explain and teach, then they will grow and develop, for there is no means that helps one to learn a subject thoroughly as the imparting of what is known of it to others. It is a law of nature that all true growth is accomplished by a "steady unfolding from a germ," and so it is in the realm of mental growth. If we would become strong mentally, we must learn to unfold to others the thoughts that enter our minds. In mathematics, however, the lecture system cannot be used to any advantage with freshman classes. So this reason why the head professors should have charge of them is eliminated.

One other point in regard to the teacher of freshman mathematics, and I shall close the discussion of the work of the freshman class. Failures are often attributed to the strictness of the instructor in his grading and the hardness of the examination set by him. I usually was governed to a considerable extent in this matter by the work of the class. We generally know who ought to pass by the time for an examination; and if my examination proves to be too long or too hard, then the only reasonable and just thing to do is to grade more leniently. You cannot hurt a student by agreeably surprising him a little as to his grade. He needs all the encouragement he can get. Some teachers think, or seem to think, that it is a discredit to them if one of their pupils makes one hundred on their examination. It is always a source of pleasure to me to give a student a hundred if his paper deserves it. If our examinations are such that the best students cannot make high grades, what then will become of the average student? Just along this line many students are disheartened and lose interest because of the unreasonably strict grading of the teacher.

Mr. Huxley says in his book on "Science and Education:"

"Again, there is a fallacy about examiners. It is commonly supposed that any one who knows a subject is competent to teach it; and no one seems to doubt that one who knows a subject is competent to examine in it. I believe both these opinions to be serious mistakes, the latter perhaps the more serious of the two. In the first place, I do not believe that any one who is not, or has not been, a teacher is really qualified to examine advanced students. And in the second place, examination is an art, and a difficult one, which has to be learned like all other arts." He further says: "Beginners always set too difficult questions, partly because they are afraid of being suspected of ignorance if they set easy ones and partly from not understanding their business." Again he says: "Under the best of circumstances I believe that examinations will remain but an imperfect test of knowledge, and a still more imperfect test of capacity, while they tell next to nothing about a man's power as an investigator."

Coming now to preparatory work, let us see what is needed there to get the best results in preparing students for freshman mathematics. My class room work revealed a remarkable amount of ignorance on the part of some students in regard to certain arithmetical principles which are very essential to performing certain kinds of algebraical transformations. I am of the opinion that it is right here that many students are spoiled and acquire a distaste for mathematics which stays with them all through their course. It was here that a fondness for the subject was cultivated in me, and I shall always look back with pleasure upon those scenes in my early school days when our teacher would devote a few minutes each day to mental work and fast calculations in arithmetic, with daily competitive exercises which cultivated in us a fondness for the work. Unless a student has the principles of arithmetic thoroughly grounded in himself, no wonder he dislikes advanced work depending on those principles. Every student should be required to give unmistakable evidence of having satisfactorily completed arithmetic before he takes up algebra. Of course I mean those parts of arithmetic which are necessary for doing the algebra work.

Again, my class room work revealed many deficiencies in certain very important subjects in algebra, such as factoring, quadratics, the progressions, the exponential and logarithmic series, etc. You, possibly, have no idea how many students get disheartened and give up simply because they have forgotten, or never did learn, some few principles in algebra which are necessary so often in freshman mathematics in proving the truth of statements made in the text and left for the student to deduce. For example, in reading mathematics it is a very common thing to meet up with statements like this: "It can readily be seen that this follows," or "it can be easily shown that this is true," or "evidently this is true," etc. Those of you who have read higher mathematics can appreciate the significance of such statements, I am very sure. Each year I had to teach numbers of my class how to complete the square of a quadratic; and when a student comes here ignorant of such important methods and principles he has a hard road to travel, for the mathematic courses depend more on algebra than anything else, and I do not mean simple fundamental principles either, but especially the more advanced subjects that are treated only in the higher grade algebras. To give you an example of one subject in algebra of much importance to a student in freshman and sophomore mathematics, and one that is not touched upon by one preparatory school out of ten, judging from the students who come from these schools, I take the subject of determinants. It is a very easy subject. I have taught a class this year that got all that is ordinarily needed of it in about three lessons, and it will be a great help to them when they meet up with the subject in the mathematic courses in the University. Another subject that is slighted too much is the exponential and logarithmic series, which plays a very important part in freshman mathematics. I might continue to point out subjects wherein students show deficiencies, but I fear that I shall make this paper too long, so I shall draw it to a close with some remarks with reference to the preparatory teacher and his methods in the class room.

In the first place, I shall say that in order for a teacher to get the best results out of a class he should be a specialist in the subject as much so as are the language teachers. Of course, if the preparatory teacher has not made a study of mathematics beyond the requirements for a B.A. degree, his students must necessarily come up to the University deficient along lines that their teacher was ignorant of as being very essential to successful work in the sophomore and higher classes of mathematics.

As to the text-books to use, I will say that you will find no text that is sufficient to cover the whole ground satisfactorily. All of them have their deficiencies as well as their excellencies. The market is full of good texts for beginners. I use with my senior class, in the preparatory school at present, Hall and Knight's "Algebra for Colleges and Schools." I find this to be about as satisfactory as any text I have seen, and it is not any too hard for students who have done the work of the sophomore and junior classes. It does not make a great deal of difference, any way, as to what text to use if the teacher is up to his business, for his knowledge of the subject should be such that the class will suffer none because of text deficiencies.

In the class room it should be the aim of the teacher to break up the habit of memorizing propositions, especially in geometry, and to encourage originality and self-reliance. Make the student do as much as possible without assistance, and be careful not to take up too much time talking and explaining yourself. The text usually gives enough explanations for the class; and if they learn to expect the teacher to take up time every recitation period in working out difficult problems, they will soon become negligent themselves and take advantage of the teacher's willingness to explain. It is not a good plan to substitute any kind of punishment for a student's failure to do the work. Always require that the work be done, and let any other punishment be inflicted as an incentive to getting the work done.

It should be the aim of every teacher to prepare students to stay in the University after getting in until they finish

their college course, and not merely to get them ready to pass the entrance examination; for this, at best, cannot be a sure test of a student's ability to keep up with the class in freshman mathematics. I have known students to learn enough algebra and geometry to pass the entrance examination, of whom I had no hope that they would keep up with the class. I quote again from Mr. Huxley: "Examination, like fire, is a good servant, but a bad master; and there seems to me to be some danger of its becoming our master. I by no means stand alone in this opinion. Experienced friends of mine do not hesitate to say that students, whose careers they watch, appear to them to become deteriorated by the constant effort to pass this or that examination, just as we hear of men's minds becoming affected by the daily necessity of catching a train. They work to pass, not to know; and outraged science takes her revenge. They do pass, and they do not know."

I am of the opinion that too much teaching is done merely to get students to pass the examinations, and the higher and broader purposes of education are lost sight of. There is a tendency, also, to get students into the University too early. This is an age of rush in all affairs of life, and we see it in our educational institutions as well; students are encouraged in various ways to advance too rapidly in their studies. The following very sensible paragraph from Mr. Huxley deserves your consideration: "The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant competitive examinations. Some wise man (who probably was not an early riser) said of early risers in general that they are conceited all the forenoon and stupid all the afternoon. Now whether this is true of early risers in the common acceptation of the word or not, I shall not pretend to say; but it is too often true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life and stupid all its afternoon. The vigor and freshness which should have been stored up for the purposes of the hard struggle for existence in practical life have been washed out of them by

precocious mental debauchery, by book gluttony and lesson-bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless childish triumphs before the real work of life begins. I have no compassion for sloth, but youth has more need for intellectual rest than age; and the cheerfulness, the tenacity of purpose, the power of work which make many a successful man what he is must often be placed to the credit not of his hours of industry but to that of his hours of idleness in boyhood."

Just one other point, and I shall close. Let every teacher be so thoroughly in sympathy with the work that he cannot help inspiring his pupils to like mathematics. Let him strive to instill into his pupils the principle that we should undertake all duties with all our might whenever they confront us, whether they be duties of the mathematic courses or duties to our fellow-man, for "perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do when it ought to be done, whether you like it or not. It is the first lesson that ought to be learned; and, however early a man's training begins, it is probably the last lesson he learns thoroughly."

THE DRAGON FLIES (ODONATA) OF TENNESSEE.

"THE Dragon Flies (Odonata) of Tennessee" is the title of an article in the *Entomological News* for September, 1903, contributed by E. B. Williamson, Bluffton, Ind., who in 1900-01 was graduate fellow and Assistant in Biology in Vanderbilt University. Mr. Williamson was an enthusiastic field observer and collector, and used the opportunity afforded by his residence here to investigate a subject to which entomologists have of late been giving considerable attention, and on which practically nothing had ever been done in Tennessee.

"The environs of Nashville are not especially favorable to odonate life," he says. "There are no natural lakes or ponds of any size and depth. Artificial ponds about deserted brickyards teem with many individuals of a few species. The Cumberland is the congenial home of river-frequenting species such as *Het-*

œrinas and *Gomphi;* and in the occasional marshes of the river's great bends a few species not observed elsewhere were taken. . . . Doubtless about Nashville, during a favorable year, dragon flies are on the wing from March 1 to December 1—a period of two hundred and seventy-five days. My collecting covered only one hundred and seventy-five days of this period. I was first in the field September 16, 1900, and for the last time June 16, 1901. Thus the latter [half] of June, a very favorable time, and all of July and August were missed. Of necessity, therefore, my list is doubtless far from being a complete one." Nevertheless he collected fifty-three varieties, including some rare ones and some of which only a single specimen was seen. Among the rarest varieties found was the *Ischnura prognata,* found five times during the month of May in one end only of the large swamp on the penitentiary farm. The female of this variety, bright orange marked with black and bronze, was hitherto unknown, and is minutely described.

Mr. Williamson makes mention of the assistance of P. H. Whiting, '00-'02 Acad. and Med.

OBITUARIES.

JAMES M. LEECH.

Old students of Vanderbilt University will regret to hear of the death of Mr. James M. Leech, which occurred on the 19th day of last August, at his home in Bellbuckle, Tenn. Mr. Leech was known personally to a greater number of those who were here at any time before 1883 than any other officer of the University, for as Bursar he was brought into business relations with all students who matriculated at the main building; as Secretary of the Faculty, he called the roll every morning in chapel, and made out monthly reports of grade and attendance; and as Librarian, he had charge of the reading room and the giving out of books to the students. Thus he became acquainted with all the students of the departments on the campus; and he met them so cordially on their arrival and was always so kind and obliging that he never failed to gain their confidence and esteem.

Mr. Leech was born in Rockbridge County, Va., of which Lexington is the shiretown, in 1840. He was of Scotch-Irish stock, the early settlers of that section. His boyhood was spent on a

farm, and his education was acquired in the private schools of the neighborhood. At about sixteen years of age he went to Lexington and engaged in mercantile business. At the breaking out of the Civil War he joined the Confederate army, enlisting in the Rockbridge Battery, of which Robert E. Lee, Jr., and other choice young men of that region were members. This battery became famous as a gallant band in the chief battles of the Army of Northern Virginia.

At the close of the war Mr. Leech returned to his native county, and for a while served as sheriff or deputy sheriff. A short time after Gen. Robert E. Lee became President of Washington College, Lexington, Va., Mr. Leech succeeded Capt. Gordon, an artillery officer, as Secretary to Gen. Lee and to the college. Gen. Lee, as was known, became attached to his Secretary, and their relations were confidential. Mr. Leech received letters of high importance from the General when he was absent from his office of President. Like his chief, he was reticent on matters of gravity —never alluding to either verbal or written opinion of Gen. Lee on affairs of moment.

Mr. Leech, during his residence in Lexington, was a partner with Rev. J. J. Lafferty in a superior printing plant which issued the *Lexington Gazette,* a paper of fifty years' standing, and a number of other periodicals; and also in the book house that supplied the college and the county with school and literary publications.

On the opening of Vanderbilt University, in 1875, Dr. Edward S. Joynes, Professor of Modern Languages, who had been a member of the faculty of Washington College, recommended Mr. Leech to the faculty and Board of Trust, and he was elected Secretary of the Faculty, Bursar, and Librarian. He held this position until the fall of 1883, when he felt impelled by failing health to give up the work and seek a change of climate and occupation. His resignation was accepted with reluctance by the Board of Trust, and the place was held open to him for one year, that he might return in case the state of his health should warrant his resuming the office.

He removed to Asheville, N. C., where he engaged in mercantile business. At the end of four years, his health having improved, he returned to the vicinity of Nashville, and lived for five or six years on his farm on White's Creek, and then in Nashville.

In 1891 he accepted the position of advertising agent of the Methodist Publishing House, which he held until the beginning

of last summer, when, feeling that his strength was no longer equal to the duties of his office, he resigned and removed to Bellbuckle, Tenn., where in his new home the last few weeks of his life were spent.

The happiest years of Mr. Leech's life were probably those at Vanderbilt University. While the state of his health at the time of his resignation seemed to him to render that step necessary, he never ceased to regret it and to speak with pleasant recollections of his life at the University. He lived on West End Avenue opposite the stile in a neat brick cottage which he built, and which has since been remodeled and removed to an adjoining lot. The triple office of Bursar, Secretary of the Faculty, and Librarian brought Mr. Leech into business and social relations with the Board of Trust, the faculty, and students. Prudent and economical in financial matters, accurate, prompt, and neat in clerical work, well-informed, polite, and accommodating, he was singularly adapted to the varied duties of his office. The students especially regarded him as a friend, and went to him in trouble for advice and assistance. His influence with them was exceeded by few, if any, members of the faculty.

While Mr. Leech did not have the advantage of a college education, the lack of it was not readily apparent. Much of his life was spent in the handling and care of books, and he made good use of his opportunities to study them inside and outside. He wrote and spoke excellent English and had a wide and critical knowledge of English literature and general history. But the study of books which interested him most related to their authorship, dates of different editions, and other historical facts, which comprise what is known as bibliography. His extensive knowledge of books in this respect was generally recognized and utilized by his associates at Vanderbilt University and the Methodist Publishing House.

Mr. Leech was delicately organized physically and mentally. Had he studied himself less carefully and observed less strictly the laws of health, his work would doubtlessly have ceased long ago. He was methodical in all things. He was punctual in meeting engagements, and almost unfailing in attention wherever duty called. He lived simply and abstemiously. He kept the "even tenor of his way," and no provocation seemed great enough to ruffle his temper or cause him to speak in an excited, harsh, or irritated tone of voice. His refined character was featured in his face, and he quickly won the confidence even of a stranger. His

manner, while dignified, was not severe, but most cordial and courteous. He was considerate of the opinions and wishes of others, but firm as a rock if principle was involved. He was a man of integrity and purity. "As citizen and soldier he was peer of the foremost—brave, true, and without reproach in his private life and public life. He was a Virginia gentleman." He seemed to have modeled his life after Gen. Lee, to whom he was warmly attached. At Washington College he was on intimate terms with Gen. Lee, and incidents of this association were among the most cherished memories of his life; yet he could never be induced to say anything publicly of Gen. Lee. He shrank from "making capital," as he expressed it, "of his connection with 'the General.' "

Mr. Leech married, in 1876, the widow of Mr. John Bysor, of Davidson County, Tenn. Mrs. Leech and two children, Miss Josephine and Mr. Harry Leech, survive him. His home life was most happy. Notably strong and tender was the attachment which bound his stepson, the late Thomas Bysor, '87-88 Eng., to him.

PROFESSOR JOHN LOWRY.

Prof. John Lowry, who died in Nashville May 2, 1903, was the first instructor in elocution in Vanderbilt University. He was born in Rurea, County Down, Ireland, and graduated at the University of Belfast. He came to New York in 1850, and soon afterwards founded, at Mont Clair, N. J., a preparatory school to Princeton. He was later connected with the Treasury Department, Washington, D. C., where he remained until the close of President Johnson's administration. Removing then to Tennessee, he became a member of the faculty of the University of the South at Sewanee. In 1881 he came to Nashville to take charge of elocution in Vanderbilt University. From 1883 until his death he was instructor in elocution and oratory in Montgomery Bell Academy.

Prof. Lowry lived a very simple and abstemious life. To this may be attributed his almost unimpaired health and strength until within a few months of his decease at an age of more than four score years.

He had a high sense of the value of oratory, and endeavored to impress it upon his pupils. Many of them, now successful in public life, will credit him with not only giving them excellent training in the principles of oratory but inspiring them with the desire for writing and speaking well which led to their success.

His exemplary life and devotion to duty often left an impress upon the character of his pupils more valuable to them than the training which he gave them, and his genuine interest in their work, his sympathy and kindness, won their love and the friendship of their parents.

His work at Vanderbilt University was only for a short period—two years—and ended twenty years ago, but it was the beginning of elocution here under a separate instructor. It was well and faithfully done.

CHARLES SCHOTT.

CHARLES SCHOTT, or, as he wrote it before coming to the United States, Carl Schott, was born in Heidelberg, Germany, in 1821. He studied in the technical school, and then took a course in technology, physics, and astronomy in the University of Heidelberg. On becoming of age he spent a year in machine manufactories at Strasburg and Mühlhausen and visited Switzerland. He went then to Italy, where he lived five years in Naples, Rome, Pisa, and Florence. A part of the time he was a locomotive engineer on the railroad, and ran, it is believed, the first train into Pisa. He returned to Heidelberg in 1848, and soon afterwards went to England, and thence to the United States, arriving in Nashville in 1851, where his oldest brother, Fred Schott, had preceded him. He established a shop on the northeast corner of the Square for the making and repairing of instruments. After some years the location was changed to College street, where his shop still stands and the business is continued by his son, Charles Schott.

At the beginning of the Civil War Mr. Schott manufactured ordnance for the Confederate government. Some of this fell into the hands of the Federal government when Nashville was captured. Arrested and charged with serving the Confederate government, and the letters C. S. on the ordnance being pointed out as evidence, Mr. Schott said that C. S. stood for Confederate States; but the officer replied that "U. S. A. would be better," and pressed Charles Schott into the service of the U. S. A.

Mr. Schott's connection with Vanderbilt University began with the first session. On the recommendation of Judge E. H. East and others he was chosen by Chancellor Garland to take charge of the physical apparatus and assist him in experiments before the class. He proved himself eminently qualified for the position, repairing and keeping in perfect condition the finest and most delicately adjusted instruments. Not only this, but with a lathe of his own

make and the hand tools of an ordinary workshop he manufactured new pieces of apparatus rivaling in beauty and finish those imported from Paris. Some of these are in use to-day and may be recognized by his name engraved upon them. He made also many charts, drawings, maps, and pieces of apparatus for the schools of mathematics, chemistry, and engineering. He gave careful attention to the equatorial, meridian circle, and altazimuth instrument, which he assisted to install in the observatory, and to the University clock, which was in his charge. It was with a feeling of much pleasure and pardonable pride that he came out to the University a few years ago in his old age, at the request of the Professor of Astronomy, to repair the telescopic instruments in the observatory.

Mr. Schott was a man of exceedingly obliging disposition and was a great favorite with the young men who studied physics and astronomy and with the residents of the campus. To Chancellor Garland he was almost indispensable as the custodian of physical apparatus and as assistant in the elaborate experiments which he was accustomed to make in the class room. When for a short time Mr. Schott's duties were performed by another, Chancellor Garland was dissatisfied, and at the earliest opportunity had him brought back. For the old Chancellor Mr. Schott had the highest admiration and regard, and when he could no longer be of assistance to him he felt that his work at the University was ended.

A large number of people in Nashville were acquainted with Mr. Schott, for he had lived here more than fifty years; and those who knew him best held him in esteem not only for his upright character and social qualities but for his attainments, for he was a man of unusual attainments, speaking with fluency German, French, Italian, and English, and in his special field as a skillful mechanic was perhaps unsurpassed in this city or State.

He enjoyed throughout life excellent health, and passed away quietly through the weakness of age at his home in East Nashville September 3, 1903. He was married more than fifty years ago to Miss Emily Sharp, of Nashville, the stepdaughter of his brother Fred Schott. Mrs. Schott and the following children survive him: Charles Schott, Ernest J. Schott, Miss Mollie Schott, Miss Josie V. Schott, and Mrs. Lottie Jonas.

THE COSMOPOLITAN COLLEGE.

THE report of ex-Gov. James D. Porter, President of the Peabody Teachers' College, Nashville, contains tables showing "the relative territory covered by the patronage of the institutions named." "It will be observed," the report continues, "(1) that State pride and financial and religious reasons limit pretty strictly the patronage of State and denominational institutions to the confines of their own States; and (2) that the institutions of Mid-

dle Tennessee enjoy the widest and most uniform range of patronage from the entire South, irrespective of State or denomination."

From the tables which follow, it appears that Sewanee has enrolled three hundred and sixty-three students from eleven Southern States (Kentucky and Missouri being strangely omitted) to ninety-five from Tennessee. The University of Nashville, including the Medical Department, has two hundred and twelve from these outside States and ninety-one from Tennessee; Peabody College for Teachers, two hundred and seventy-six from these outside States and two hundred and ninety-four from Tennessee. The Vanderbilt Catalogue for 1902-03 shows the presence of three hundred and fifty-five students from thirteen Southern States, including Kentucky and Missouri, with three hundred and forty-three from Tennessee and thirty-six scattering. The proportional distribution of students in the several departments does not differ materially from the distribution of the aggregate number except in two cases. Only one student in six or seven in the Biblical Department is from Tennessee, while three out of five in the Law Department are from this State.

In Virginia the State University, Washington and Lee, and the Virginia Military Institute each draw somewhat less than a third of their students from outside of the State. Tulane University draws somewhat more than one-fifth from regions outside of Louisiana. Central University, Danville and Louisville, Ky., and Kentucky University, Lexington and Louisville, Ky., draw less than a fifth. No other institutions of any size make any such showing. The University of Tennessee draws four hundred and ten students out of four hundred and fifty-four from Tennessee, and the University of North Carolina draws five hundred and sixty-three out of five hundred and eighty-seven from its own State; while Trinity draws one hundred and forty-nine out of one hundred and sixty-seven from North Carolina, and Georgetown draws three hundred and thirteen out of three hundred and thirty from Kentucky.

The remarkable cosmopolitan showing made by Sewanee may be accounted for in part by the fact that on the one hand it enjoys practical immunity from the competition of local institutions of the same denomination in other States, and on the other is the institution of a denomination which is relatively weak in Tennessee. But Vanderbilt University has to meet the competition of the local denominational colleges as well as of State institutions; and besides, its high standard of admission, for which until recently not many public schools could prepare students, has kept down the attendance upon the Academic and Engineering Departments from regions beyond the influence of the schools of Middle Tennessee. This handicap is now fortunately rapidly passing away.

The figures afford a striking and significant exhibit of the cosmopolitan character of the student population of Middle Tennessee and of Vanderbilt University.

University News

THE OPENING OF THE SESSION.

The new session has opened more prosperously than even the session of 1902-03. The matriculation in the four departments on the campus, four weeks after the opening, was ten per cent in excess of the record of the previous year. The Dental Department, in spite of the fact that the class entering this year must study four years for the doctor's degree in dental surgery, will show a slight increase over last year. The Law Department shows a substantial increase. Even more marked is the increase in attendance on the courses in the Medical Department, in which the matriculation seems certain to exceed two hundred.

The industrial prosperity, which is general and all but universal throughout the South, will in part account for the increased attendance. Many of the students, apparently all who felt the necessity for so doing, found remunerative employment during the summer; while good business, good crops—or at least good prices for short crops—have sufficed to remove financial difficulties from the path of many others. Contrary to the general experience that good times, creating good business opportunities, tempt men to forego a college career, the prosperity of the South seems to have stimulated the desire with the opportunity for a collegiate education.

But the increase in attendance at Vanderbilt can be traced to other well-recognized and effective coöperating causes. Students have come to enter the University who have been influenced to do so by Vanderbilt graduates who knew of their intention to go somewhere to college. Some have been urged to come by friends now enrolled as students here. The many graduates who are teaching know what is necessary to prepare candidates to enter, and they take pride in preparing them and sending them. The number of schools equipped with a curriculum sufficiently extensive to meet the Vanderbilt requirements is constantly increasing. There is, besides, a growing recognition of the fact that the college which requires thorough preparation in its students and excludes immature material can do higher work, and do it so much the more thoroughly. This is as it should be, and, stimulated by these forces, the attendance should go on increasing from year

to year. Thus will the University reap what it has sown in promoting the educational interests of its students and in practicing self-denial in the days when to have admitted more than a few students would have been to admit improperly prepared students.

The Engineering and Academic Departments.

The most noticeable circumstance connected with the matriculation of the new session is the increase in the attendance upon the Engineering Department. There is no professional career at present which is so full of promise as engineering is to those who are fully equipped to practice it. It is attracting many, and even diverting some from other educated professions. Thirty-three of last year's students in this department have returned, and only nine, or twenty-one per cent, of those who were in attendance last June have failed to return, while the new students are twice as numerous as last year, numbering about forty-five. It is estimated that there will be nine in the graduating class.

Some students have asked to be transferred from the Academic to the Engineering Department, and doubtless others have entered the latter department who, under other conditions, would have selected the former. Nevertheless, the Academic Department has quite held its own. As compared with a senior class of twenty-seven, several of whom were irregular, in 1902-03, this year twenty-four out of twenty-five regular members of last year's junior class have returned to graduate; and, besides, four former students who have returned and five others from other classes and departments have joined the class, expecting to graduate. As usual, the coming sophomore class has suffered most, having lost within the last year forty-six per cent of its total enrollment. In the aggregate, however, only forty-seven, or thirty-one per cent, of all those still in attendance at the close of the session in June have failed to return; while one hundred and eight old students and seventy new students have already entered, and twenty-five or thirty more may be expected. Ten former students have returned after absence to resume their courses.

The new academic students are about equally divided between the B.A. and B.S. courses, and the Greek and Latin classes are quite as large as last year at this time. While the usual percentage of these will be likely to drop out by the end of the second year, having no present intention to graduate, it is noticeable that, with perhaps three or four exceptions, all could go on to a degree in

four years if they were so disposed. The disposition to postpone taking Greek or mathematics because of real or fancied lack of preparation in these subjects is notably rare, even in students who do not expect to graduate. The greatest deficiency in preparation is found in modern languages, fully a third of those entering upon a B.S. or B.E. course being unable to satisfy the entrance requirement in this particular.

The enrollment of students in the graduate courses will be fully as large as usual. Indeed, year by year an increasing number of undergraduates take one or more graduate courses, and while more graduate students who come from other colleges are now able to take the master's degree in one year than formerly could do so, it is to be noted on the other hand that each year there are several of the more ambitious students who succeed in taking the bachelor's degree with distinction in three years, or the bachelor's and master's degrees together in four years.

The new students entering the undergraduate classes in the Academic and Engineering Departments, aggregating upward of one hundred and ten, come from thirty-three preparatory schools, distributed over nine States, and from seventeen higher institutions. Fifteen have come from the Fogg High School, Nashville, into these two departments; fourteen from Wallace's University School; thirteen from Branham and Hughes; five each from McTyeire Institute and the Bowen School; four each from the Mooney School and Montgomery Bell; and two each from the Webb School and the Vanderbilt Training School at Elkton, Ky. Twenty-six come from the following schools, one or two from each: Dresden (Tenn.) Training School; Columbia (Tenn.) High School; Dyersburg (Tenn.) City Schools; Southwestern Academy, Magnolia, Ark.; Memphis Institute; Waco (Tex.) High School; Mobile (Ala.) High School; Peabody High School, Trenton, Tenn.; Henderson (Ky.) High School; Fanning Orphan School, Tennessee; Water Valley (Miss.) High School; Caruthersville (Mo.) High School; Louisville Male High School; Fordyce (Ark.) Training School; Union City (Tenn.) Training School; Homer (La.) High School; Blees Military Academy; Jackson (Tenn.) Female College; Crowley (La.) Training School; Peoples and Morgan School, Fayetteville, Tenn.; Arkansas Military Academy, Little Rock; Tazewell (Va.) High School; Episcopal High School of Virginia, at Alexandria, Va.; and Ann Arbor (Mich.) High School. Twenty have been

admitted from seventeen colleges with credits ranging up, in some cases, to twenty-five or thirty hours.

Several noteworthy changes in the faculties of these two departments have occurred. Adjunct Prof. R. L. Lund resigned during the summer to engage in the private practice of his profession, and J. Granbery Jackson was elected by the Executive Committee of the Board to take his place.

Prof. Lund entered the freshman class of the Engineering Department in the fall of 1891, and for twelve consecutive years has been connected with the University as student, instructor, and adjunct professor. He took the degree of B.E., with the Founder's Medal for scholarship, in 1895, the degree of C. E. in 1896, and that of M.S. in 1897. From 1895 to 1897 he was fellow and assistant in engineering; from 1898 to 1902 instructor in drawing and surveying. A year ago the Board promoted him to an adjunct professorship. He was married in the summer of 1899 to Miss Yowell, of Arkansas, and has a family of two children. He is at present in Nashville engaged in designing and drafting for Messrs. Washburn & Cole (Whitefoord R. '94), mine promoters.

Prof. Jackson took the degree of B.E. in 1894, and that of C.E. in the year following. In 1894-95 and 1895-96 he was assistant and then instructor in drawing. For the past seven years he has been engaged in the private practice of his profession. For some time he was engaged in developing the phosphate mines on the Jackson property at Mt. Pleasant. More recently he has been engaged as engineer in charge of the construction of electric light and water supply systems at Tullahoma, and later at Dyersburg, in this State. He was married in 1899 to Miss Early, of Nashville, and has one child, a son.

It is a matter of general and deep regret that Dr. Hollinshead has had to ask for a year's leave of absence on account of his health. He continued in the full discharge of his work up to the end of the last session. But he failed to recuperate during the summer, and his physicians have ordered him to take complete rest, and have prescribed a long sea voyage. He will take passage on a ship bound around the Horn.

Dr. Hollinshead entered the Department of Pharmacy in the fall of 1885, and has been continuously in residence at the University as student, fellow, and instructor from that time to the present. In 1887 he graduated in pharmacy (Ph.G.), and in 1901

took the degree of doctor of science. In addition to his duties as instructor, he has during the past few years been engaged in making analyses of waters, oils, and minerals for private parties and also for the city of Nashville. In the summer of 1898 he married Miss Margaret B. Roberson (B.S. '97), and has a family of two children. During his absence his family will reside in Winchester, Tenn.

Grinnell Jones, B.S. '03, and Founder's Medalist, and G. T. Pugh, M.A. (Wofford), graduate student in 1902-03, are fellows and assistants in mathematics.

The Biblical Department.

Within the past fifteen months the Biblical Department has expanded to a degree that few realize who have not watched the movement carefully. As now constituted the faculty includes twelve professors, instructors, and lecturers in active work as follows:

Wilbur F. Tillett, M.A., D.D., Vice Chancellor, Professor of Systematic Theology, and Dean of the Biblical Department.

O. E. Brown, M.A., B.D. (V. U. '89), D.D., Professor of Biblical and Ecclesiastical History.

J. H. Stevenson, B.D., Ph.D., Professor of Hebrew and Old Testament Exegesis.

J. A. Kern, D.D., Professor of Practical Theology on the Twentieth Century Educational Fund Endowment.

Thomas Carter, A.M., B.D., (V. U. '94), Professor of New Testament Greek and Exegesis.

A. M. Harris, M.A., Adjunct Professor of Elocution and Oratory.

Henry Beach Carré, B.A., B.D. (V. U. '98), Professor of Biblical Theology and English Exegesis on the Student Foundation.

Jesse L. Cuninggim, B.A., B.D. (V. U. '95), Adjunct Professor of New Testament Literature, and Secretary of the Correspondence School.

G. W. Dyer, B.D., M.A. (both degrees from V. U. in '94), Instructor in Applied Christianity on the Nicholson Foundation.

L. D. Lowe, B.A., B.D. (V. U. '03), Graduate Fellow and Instructor in the Correspondence School.

H. M. Dobbs, M.A., Assistant in the Correspondence School.

James Chapman, D.D., President Wesleyan Training College, England, Cole Lecturer, 1904.

This gratifying expansion has come about chiefly through the resolution of the Dallas General Conference, in 1902, instructing the Board of Education of the M. E. Church, South, to establish a Correspondence School in Theology and appropriating the funds for its maintenance. As was anticipated, and indeed proposed

by the promoters of the Correspondence School, the Board called upon Vanderbilt University to conduct the school through the faculty of its Biblical Department. This the University gladly undertook, being enabled by the funds paid it by the Board of Education to enlarge the faculty sufficiently to undertake the additional work.

The success of the Correspondence School during the past year has been frequently recorded in these pages, and the outlook for the new year is promising. In September a paper-bound leaflet, *The Correspondent,* was started, and will be issued monthly as a means of communication between the school and the correspondents, and the September *Bulletin* (Series II., No. 17) just issued is devoted to its interests. As the Conferences meet the students will enroll for the new courses. Upon the completion of a course and satisfactory examination the correspondents receive a certificate of the fact, which certificate may be, and in a number of cases already has been, accepted by the Conferences in lieu of an examination on the annual work assigned to the Conference undergraduates.

The students in the Correspondence School are enrolled chiefly from among the Conference undergraduates. But ministers who have completed the Conference course, and even graduates of the Biblical Department, have enrolled for some of the advanced courses. While it is possible that some Conference undergraduates will take the correspondence course who might otherwise attend the Biblical Department and take the course leading to a degree, there is every indication that the correspondence work will be taken by those whose previous training has not qualified them to enter upon the residence courses, and that the benefits received from the former will stimulate those who possibly can to take advantage of the greater opportunities offered by the latter.

In addition to giving instruction in both the correspondence and the residence courses, four of the Biblical faculty offer graduate courses in the Academic Department. Dr. Stevenson offers graduate courses in Arabic, Assyrian, and Hebrew; Prof. Carter, in Patristic Greek; Prof. O. E. Brown, in the History of Religions; and Mr. Dyer, in Economics.

While the senior class will be rather small, two of the graduates of last June have returned for graduate work in theology, the middle class is the largest in the history of the institution, and

the junior class will fully equal in size the large junior class of last year.

The Law Department.

The opening of the Department of Law was in every way satisfactory, in respect of both the number and quality of the matriculates. The average age of the new students is higher than usual, and consequently they enter upon their legal studies with a maturity much to their advantage. The increased number of degree men who have enrolled must also be noted—a circumstance tending to show better preliminary preparation, and a growing appreciation of the advantages of a good academic education before entering a professional school.

Among the new men are to be found several who have taken work in first-class law schools elsewhere, but have come to Vanderbilt to complete the senior course, hence the senior class is much larger than in former years. The class will be still larger by the first of November, as there are a few who have been delayed in coming.

Another fact worthy of mention is the matriculation of students from territory heretofore considered beyond the reach of the Vanderbilt Law School. For example, Ohio, Illinois, and Connecticut.

The retirement of Mr. James C. McReynolds from a professorship in the Law Department to become the Assistant Attorney-General of the United States necessitated a new schedule of work and a reassignment of subjects, which is now as follows:

Thomas H. Malone, Sr., Dean of the Law Department and Professor of Equity Jurisprudence and of the Law of Contracts.

J. Willis Bonner, Professor of the Law of Real Property, of Agency, and of Domestic Relations.

Allen G. Hall, Professor of Elementary Law, of Insurance, of Partnership, of Criminal Law, and Secretary of the Faculty.

John W. Judd, Professor of the Law of Torts and of Commercial Paper.

John Bell Keeble, Professor of Common Law Pleading and Practice. In charge of the Moot Court.

Horace H. Lurton, Professor of Constitutional Law and Federal Procedure.

Percy D. Maddin, Professor of the Law of Damages, of Evidence, of Corporations, and of Carriers.

Thomas H. Malone, Jr., Adjunct Professor of Equity Pleading, of the Law of Wills, of Sales, and of International Law.

Hon. Ed Baxter, Lecturer on the Law of Interstate Commerce.

Hon. J. M. Dickinson, Lecturer on the Law of Torts.

Hon. W. A. Henderson, Lecturer on Advocacy and Practice.

The Medical Department.

The opening exercises in the Medical Department took place at the department building on South Summer Street on Thursday, October 1. Bishop Hargrove, President of the Board of Trust, Vice Chancellor Tillett, Dr. Burrows, pastor of the First Baptist Church of Nashville, and Dr. Dudley, Dean of the Department, took part. The preliminary matriculation exceeded that of any year since the four-year course went into effect. The first-year class is one hundred per cent larger than a year ago, and, as usual, the addition of new men by transfer to the upper classes, especially the senior class, fully equals the losses due to the failure of old men to return.

New tests showing the thoroughness of the work and the scope of the facilities offered by Vanderbilt University in medicine are constantly coming to notice. The Association of State Boards of Medical Examiners has prepared a chart exhibiting the scope, character, and amount of work in lecture room, laboratory, and clinic offered in the medical courses of some forty institutions in the United States. Vanderbilt University leads the five Southern institutions in the list, and stands well up among the leaders of the forty. Its course is considerably above what the examiners have indicated as the average, or the reasonably satisfactory course in medicine.

Vanderbilt medical graduates pursuing advanced work in New York institutions report finding many men, graduates of other institutions, taking as graduate work the laboratory practice which they were required to take and were given the facilities for taking before graduation. For one instance, postgraduates were found who had gone to New York and paid the price of a year's tuition for a course of ten lessons in the Technique of Amputations, a subject which is a part of every Vanderbilt senior's work under Dr. Duncan Eve. Investigation showed that only a very few colleges were giving as much instruction in this subject as the Vanderbilt faculty have prescribed.

The Department of Dentistry.

The last of the departments to open was the Department of Dentistry. The opening exercises, in which Bishop Hargrove, Vice Chancellor Tillett, and Dean Stubblefield took part, were held on the afternoon of Tuesday, October 6. The remarks of the Vice Chancellor upon the history of the University and the ideals

for which it stood were impressive. The Dean, after a few words of welcome and suggestion, made the necessary announcements for the beginning of lectures and laboratory work on the following morning.

The upper classes are as large as last year; indeed, perhaps slightly larger. The incoming class, which will have to spend four years in study for the degree, is not so large as the preceding class, which was the last which, by the rules of the Association of Dental Faculties, may graduate after three years of study.

Two prominent changes have been made in the teaching corps: Dr. Olin West, Ph.C. '95, M.D. '98, takes the place of Dr. J. T. McGill as Professor of Chemistry; and Dr. D. M. Cattell, D.D.S., University of Michigan, becomes Professor of Clinical Dentistry and Supervisor of Technique in place of Dr. U. D. Billmeyer. Dr. Cattell has of late been the teacher of Operative Dentistry in the University of Illinois, Chicago. He is looked upon by the dental teachers of America as one of their best exponents, both as teacher and dentist. He comes to Vanderbilt University to give his entire time to the work of instruction. As the first practical teacher of Dental Technique, he shares with the eminent Dr. G. V. Black in the conception and development of that latest and best branch of dental teaching. For more than fifteen years he has been connected with the professional schools of Chicago, and is well known for his high ideals and correct professional methods. His constant association with the students and his strong personality as a teacher will add materially to the strength of the faculty and the effectiveness of its work for the students.

THE PREPARATORY SCHOOLS.

THE unanimous report from the preparatory schools is that they have opened well. Few "whose return was desired" have failed to come back, and there are more than enough new students to take the place of the graduating class of last spring. In twelve preparatory schools within eighty miles of Nashville, eleven private and one public, which this fall have sent an aggregate of over sixty students into the Academic and Engineering Departments by certificate or examination, there are now enrolled over fifteen hundred pupils.

The Battle Ground Academy is now in charge of the Peoples

Brothers—R. G. Peoples, who was at Wartrace last year, R. H. Peoples, B.A. '96, and J. A. Peoples, LL.B. '02. The Peoples and Morgan School, at Fayetteville, is now in charge of the Morgan Brothers—R. K. Morgan and A. J. Morgan, B.A. '03. As reorganized, both give promise of permanency and continued success. C. E. Hawkins, B.A. '97, has left Lawrenceburg, where he has been teaching since his graduation, and has gone back to the Mooney School, at which he prepared, to teach and to take charge of the dormitory. Mr. J. W. Sewell, '86-89 Acad., and joint author of Baskervill and Sewell's Grammar, has returned to the Fogg High School in place of Mr. Allen G. Hall. W. E. Willis, who was last year instructor in mathematics at the University, has gone to the Branham & Hughes School. S. W. Alexander, '92-93 and '96-97 Acad., resigned his position at the Vanderbilt Training School, Elkton, Ky., on account of poor health, but has since taken a school at Clinton, Ky. R. T. E. Cornelius, '01-03 Acad., has taken his place. Fred Hume, B.A. '02, has left the Branham & Hughes School to enter the Department of Engineering at Cornell, and J. C. Hardy has gone to the Southwestern University, at Georgetown, Tex.

THE RETIREMENT OF MR. WILLIAMS.

With the close of the month of September the official relations of Mr. Wils Williams with the University as Bursar and Secretary to the faculty came to a close, after eighteen years of continuous existence. On Wednesday, the last day of September, he made a farewell address to the students from the chapel platform. He was greeted with a hearty round of applause, and at the conclusion of his remarks the students responded with a college cheer. Nevertheless it was fit and inevitable that a tone of regretfulness should characterize the occasion.

The position he has held has been one of great and growing financial responsibility. Only the officers of large business enterprises have had equal responsibilities. To have been selected for the place without solicitation by so great a man and so apt a judge of character as Bishop McTyeire, and to have had the opportunity to come into close business relations with him, was an honor and a distinction which, as he said with feeling, he esteemed and would never cease to appreciate. The close and intimate as-

sociations with Chancellor Garland, which closed only with his death, were sealed by that last and most sincere tribute of personal regard in that he was made executor of the late Chancellor's estate without bond. To have been a part of the institution which has made for itself the name which Vanderbilt University has made, knowing and associating with its faculty and its students, whose high purposes and devoted efforts have made it what it is, was a privilege which few have, and which every thoughtful man must value.

He went on to say that it had been his fondest ambition to give his son the opportunities of a student at the University; that to his mind he could have wished nothing better. Yet it was now for the sake of his love for that son, whose health requires a different climate, that he must forego that ambition and even sever his own relations with the University.

Referring to his intimate acquaintanceship with the students, he estimated that during the time of his service for the University not less than three thousand students, living one, two, three, four, and more years each upon the campus, had come to know him and be known by him. It had been one of the great privileges and pleasures of his position to exchange letters with old students and to be greeted by them upon their visits to the campus in ways that were not formal but hearty and sincere. These friendships he should carry with him.

Early in October Mr. Williams removed to San Antonio, Tex., where his wife and son already are, and where he will engage in business. He will have associated with him D. L. Lacy, B.A. '97, in the management of a district agency of the Northwestern Mutual Life Insurance Company. M. E. Holderness, B.A. '02, his successor in office, is now in full charge.

FOOTBALL AND TENNIS.

The athletic article in the October number of the Quarterly must at best be a meager one. So early in the season there are few accomplishments to put to record; and prognostication is not history, neither is it news. The chief interest in the present article will doubtless lie in its treatment of the Cumberland-Vanderbilt game, which certainly "needs explanation" from the standpoint of the absent alumni especially.

There are no valid excuses, and the defeat is ominous, but prob-

ably more of a spirit of careless overconfidence in team and student body than of essential weakness in the team. Now that some ten or twelve days have elapsed and the dust has been laid by the rains and the temperature has come down out of the nineties, it is possible to account intelligently, if not satisfactorily, for the result. The Cumberland team is a far stronger team than any which ever represented that University against Vanderbilt in the past. It had a good proportion of men upon it who had had as good preparatory school experience in football as Vanderbilt's best players have ever had. They were confident in their strength, and were particularly anxious to defeat Vanderbilt. This confidence and ambition gave spirit and determination to their play. At Vanderbilt, however, the team was rated in advance on the record made by its predecessors and not on the well-known fact that Cumberland this year was drawing excellent trained football men into her ranks. If this fact was discounted by the conviction that the team would be deprived of its main strength by the disqualification of its best players on account of the professionalism notoriously charged against them, the expectation was vain, for the weight of evidence in the hands of the President of the S. I. A. A., whose duty it was to investigate, was rather in their favor, and they were all declared eligible to play.

The strong playing of the Cumberland team made sadly evident the deficiencies of the Vanderbilt team which a weaker team might not have disclosed. There was notable lack of team work. The fumbles were frequent and costly, indeed fatal. They sacrificed the superiority of Tigert's punting over the punting of M. O. Bridges for Cumberland, and a fumble in the early part of the game gave to Cumberland the chance to make a touchdown and the score. All in all, the demoralization was such as a Vanderbilt team has seldom, if ever, exhibited on the field.

The game with Alabama on the following Saturday was more encouraging. The field was in fine condition, the atmosphere crisp, the team in good spirits, and a score of thirty points to nothing was rolled up. The game was interesting to watch, and an unusually large crowd witnessed it.

In the Alabama game there were so many important changes in the line-up as compared with the line-up in the Cumberland game and at the close of last year that they deserve mention, the more that from present indications they seem likely to be permanent. Howell, not in the game against Cumberland, played quar-

ter with snap and energy. Kyle, the captain, at left half-back, relieved of part of the responsibility of running the team, played with his old-time success, making run after run. D. Blake played awhile as substitute left half-back. G. Jones, who played substitute half against Cumberland, played right end against Alabama. Hamilton played full-back, with Bryan as substitute. Tigert played at right half, and was relied upon to do the punting and goal-kicking. The rest of the line was unchanged: Perry at center; Patterson, right guard; Brown, left guard; Graham, right tackle; Prichard, left tackle; and Bob Blake, left end.

Kyle, Perry, Graham, Tigert, Hamilton, Howell, and Bryan will be recognized as players on the team of 1902, and G. Jones and D. Blake as substitutes. J. H. Brown, who played center on the '97 and '98 teams, has returned to the Law School, having been teaching since his graduation in '99. Patterson played substitute center in '00. He has since been out teaching, and has now reëntered the Academic Department. Prichard is a first-year man in the Dental Department from Branham and Hughes School, and Bob Blake is a freshman in the Academic Department, entering from the Bowen School.

Mr. William Erb, of Columbia University, who had been engaged to coach the football team, was unable to come on account of sickness. The Athletic Association was very fortunately able, however, to supply his place with J. R. Henry, who played at end, quarter, and half for three years on the University of Chicago team, being captain elect in 1900. He coached De Pauw University last year, and turned out a most excellent team. He is a gentleman of high character and is thoroughly familiar with the fine points of the game. He is very popular with the students, being clear and decisive in his instruction.

R. E. Bartlett, Jr., who was last year the physical director at the city Y. M. C. A., and who is this year a student in the Medical Department, is the assistant coach.

The schedule for the remainder of the season is as follows: October 17, University of Tennessee at Nashville; October 24, Central at Nashville; October 31, Georgia at Atlanta; November 7, Texas at Austin; November 14, Washington at Nashville; November 21, Scrubs at Nashville; and November 26, Sewanee at Nashville.

The Tennis Association has been compelled to raise its limit of membership to eighty-five and to add several new courts in order

to accommodate the large number of students who were anxious to play this game, both because of interest in the game itself and because it is an agreeable substitute for gymnasium work in the pleasant fall weather. There are now seven courts in operation, and a tournament for the championship of the club is in progress.

THE WORK OF THE Y. M. C. A.

The Asheville Conference.

The tenth annual session of the Southern Student Conference, held at Asheville, N. C., was the most successful meeting of its kind ever conducted in the history of Southern Y. M. C. A. work. Two hundred and thirty-six delegates, representing ninety of the leading institutions of the South, were gathered for conference and study. From every quarter of this section men were to be seen: Virginians and Georgians and Floridians, and dwellers in Mississippi, in Texas, in Alabama, and in the parts of Arkansas about Fayetteville, and sojourners from Nashville, both Vanderbilters and Normalites. Twenty officers and speakers were in charge of the programme. The Conference lasted ten days, and each day was new. The programme was varied and strong. Some of the very best men before the religious world were heard on the platform. Among the speakers were such men as Dr. W. W. White, of New York; Dr. Carter Helm Jones, of Louisville; Dr. Robert E. Speer, of New York; Dr. Ira Landrith, of Nashville. The regular normal classes in Bible and mission study were led by such leaders as A. C. Hart, of Mobile, and F. Boyd Edwards.

The confluence of such a body of representative students, from every section and condition of country, and straight from the heart of college life, is productive of a peculiarly stimulating atmosphere. Provincialism or college prejudice cannot thrive amid such surroundings. One cannot linger long on the grounds of the Asheville Student Conference without feeling the enthusiasm born of the hope for a higher order of student morality. One purpose—to pitch college life upon a higher moral key and keep it there—dominates every delegate, and a more efficient enthusiasm for Y. M. C. A. work is the resultant of such Conferences.

The direction of the Conference this year was largely in the hands of W. D. Weatherford, the International Student Secretary

for the South. Mr. Weatherford is a Vanderbilt man (B.A. '99, M.A. '00), and since his graduation has been on the International Committee of the Y. M. C. A. His influence has grown steadily, and his conduct of the Asheville Conference for 1903 proved him to be an efficient leader of men. He is universally admired by the students of the South. Vanderbilt was also honored in having among the officers Dr. O. E. Brown and J. E. McCulloch. Dr. Brown is always popular with college men. His strong talks and personal helps to the men were among the best things at Asheville. Dr. W. R. Lambuth and J. E. McCulloch made the missionary part of the programme a feature of the Conference. Twelve Vanderbilt men found places among Tennessee's banner delegation of thirty-six. Besides those mentioned above, there were present R. D. Smart, W. A. Smart, Robert B. McSwain, C. S. Kirkpatrick, E. B. Tucker, A. A. Kern, P. B. Kern, Jay Smith, W. E. Willis. These men well sustained the reputation of the University in the "Land of the Sky."

In the athletic contests Vanderbilt was at the front. The track meet fell to our lot by a large margin, as did also the tennis doubles. The enthusiasm of the delegation on "blow out" night was contagious. A part of Vanderbilt's exhibition on that night was an enormous V on which was printed our athletic records for the year, and also Vanderbilt's contribution to Y. M. C. A. work. This University has done more than any other Southern institution. A stronger set of men it would be hard to find than Fletcher Brockman, W. D. Weatherford, J. E. McCulloch, W. K. Matthews, F. P. Turner, and R. D. Smart.

The Outlook for 1903-04.

Local circles call for attention. The result of the Asheville Conference and other important factors can be readily seen in the renewed activity along all lines of Association work at Vanderbilt. Mr. Weatherford himself has done much to help his home Association, and for much counsel and help the University owes him a debt of thanks. The organization of a strong Y. M. C. A. Interdepartment Board last May is a sign of helpful coöperation in all the departments this year. The Dental Y. M. C. A. started off well last year, and this fall a strong Association will be organized in the Medical Department.

The Board of Trust has made a generous donation toward paying the expenses of a Secretary to give his entire time to the work.

Heretofore this position has been filled by a student whose time was partially occupied with University duties. The new plan is much broader and more effective. The services of Mr. A. C. Hull have been engaged for the session. Mr. Hull is an A.B. graduate of Leland Stanford University, where he filled the position last year of Assistant Secretary. He is a man of fine Christian character, broad sympathies, and pleasing address. In conjunction with the President, Mr. W. W. Crutchfield, he has brought the Association into a most flourishing condition. Already over one hundred men have been enrolled for membership; fifty men are engaged in Bible study under six leaders; ten men are pursuing a course in mission study. The apartments have been enlarged and the signs for an influential Association are evident on every hand.

The annual reception to the new students was held on the second Friday night after the opening of the term. An interesting programme, consisting of music, the address of welcome by P. B. Kern, who won the Southern Intercollegiate Oratorical Medal in 1902, the response by Boone Wilford, of McTyeire Institute, and remarks by Mr. Hull, the Secretary, was followed by the reception in the society halls, in which the ladies of the Vanderbilt Woman's Club assisted.

An interesting and delightful feature of the musical programme on the evening of the annual Y. M. C. A. reception was Mr. Washburn's singing of several of a group of songs called "Moods," the music of which was composed by Mrs. Ashford, and which will be issued soon from the musical press of the Lorenz Publishing Company. They are dedicated by the composer to Mrs. J. H. Stevenson.

DOINGS OF THE SUMMER AMONG THE FACULTY.

Mr. Dyer spent the summer studying sociology at the University of Chicago.

Prof. A. M. Harris attended the commencement of Cornell College, Cornell, Ia., taking part in the exercises.

Dr. Richard Jones has been engaged during the summer in writing a history of American literature for D. Appleton & Co.

Prof. Schuerman attended, in company with Prof. Lund, a meeting of the Engineering Association of the South which was held at Birmingham, Ala.

Dr. Dudley attended the annual convention of the Sigma Chi Fraternity, which was held at Chicago. He acted as toastmaster at the banquet given in honor of the delegates.

Prof. Carter attended the Southern Epworth Assembly, at Seashore Camp Ground, near Biloxi, Miss., in the early part of August, delivering several lectures and giving a course of Bible-readings.

In July Mr. Edwin Wiley delivered a series of addresses before the Summer Chautauqua at Monteagle. He was also in attendance upon the Summer School of the South and served upon the Press Bureau of the same.

Dr. McGill directed the Summer School during the earlier part of the vacation, after which, in company with Mrs. McGill, he made a trip to Michigan and Canada. During his absence he attended a meeting of the American Pharmaceutical Association, which was held at Mackinac Island.

Prof. Denny attended a meeting of the Publication Committee of the M. E. Church, South, which was held in New York City, called for the purpose of discussing the branch house in China. During the absence of the pastor, Dr. Kelly, Prof. Denny also filled the pulpit at Tulip Street Church.

Prof. Stevenson spent the earlier part of the summer in London, being engaged in special work in the British Museum. After completing the work, he spent several weeks in touring the British Islands and the countries of Central Europe, returning to America to deliver an address at Victoria University, Toronto, entitled "The Priest and Prophet in the Old Testament."

Dr. Ruddiman was present at the meeting of the American Pharmaceutical Association and read a paper on "Incompatibilities of Some of the Newer Remedies." Prof. Ruddiman was elected secretary of the Section of Practical Pharmacy. In company with Dr. McGill, he also attended the meeting of the Conference of the Faculties of Pharmaceutical Schools, which met at the same time as the American Association.

Dr. Tolman spent the most of the summer at his old home, Hanover, Mass. He gave the annual address at the Massachusetts Old Home Week, and was the guest of honor at the banquet, responding to the toast, "The Professor at the Breakfast Table." Dr. Tolman also attended the meeting of the American Philological Association, which was held at New Haven, and read a paper before the same entitled, "Diacktasis in Homer."

Dr. Moore attended the meeting of the Southern Educational Association at Asheville June 30-July 2, presenting a paper on "The Real and the Ideal in History." This address appears in the October number of the *Sewanee Review*. As member of the Special Committee of the S. E. A. on Time and Place of Meeting and Future Plans, Dr. Moore went to Atlanta on September 23 to attend a meeting of the committee and, while there, visited the Peacock School and the Boys' Public High School, of which W. M. Slaton is Principal.

Prof. C. S. Brown was engaged during the summer in professional work in Chickamauga Park and in Knoxville. In the former place he directed the laying out of an extensive park drainage system which the T. J. Mooney Co., Nashville contractors, are to build for the United States government. In Knoxville he was employed as an expert by the city of Knoxville in a suit in which it is engaged against the local water supply company, involving questions of the value of the plant, reasonable profits, and reasonable charges for water supply.

By way of recreation Dr. H. Z. Kip spent seven weeks of the summer in attendance at the Yale School of Forestry, at Milford, Pa. The creation by the government of large forest reserves, the necessity of conserving the forests, especially in the West, for the sake of the water supply, and the need of improved methods of lumbering, have all combined to give to forestry a new interest and importance. The last three weeks of the summer were spent by Dr. Kip in New York, purchasing supplies for his department and availing himself of the use of the Columbia University library.

Recognizing the very wearing nature of the heavy responsibilities and unremitting labors required of the Chancellor, the Board of Trust in 1902 directed Dr. Kirkland to take leave of absence for such a time as he could arrange to be gone. He made his plans, accordingly, to leave immediately after the commencement in 1903, at the conclusion of his first decade of service as Chancellor. He is now traveling in Europe with Mrs. Kirkland, and will return about the first of the calendar year. On the day of the opening of the University the following cablegram was received from him, dated Vicenza, Italy: *Facultatem et discipulos salutamus.*

Dr. Tillett, after the close of the Summer Institute for Preachers and the Wesley Bicentenary Exercises at Vanderbilt, attended a

meeting of the Joint Hymn Book Committee of the two branches of the Methodist Episcopal Church, which was held in Plymouth, Mass. Dr. G. B. Winton, President H. N. Snyder of Wofford College, and Prof. Edwin Mims of Trinity College, all Vanderbilt men, are members of the Commission, Drs. Winton and Mims being present at the Plymouth meeting. Dr. Tillett also attended the meetings of the National Educational Association in Boston, after which he spent six weeks of recreation in New York and Canada. After his return he attended the South Georgia Institute.

Dr. L. C. Glenn spent the first part of the summer in Northern West Virginia, making examinations and reports on a number of large tracts of coal lands for a New England syndicate. After the completion of this work, he began the investigation of the water resources of West Tennessee, West Kentucky, and Southern Illinois for the Hydrographic Division of the U. S. Geological Survey. This investigation covered a broad scope and included the study of springs, surface waters, and artesian and other deep waters, not only for drinking purposes, but for boiler and other industrial uses. In this investigation it became necessary to study the geology of the region. The results of this work will be published as soon as possible by the U. S. Geological Survey, and the knowledge gained by the investigation will be made accessible to all who may be seeking a better supply of water.

Dr. Martin has recently been reappointed State Entomologist by Gov. James B. Frazier, who has also selected him as a member of the World's Fair Commission in charge of the task of making an exhibit of Tennessee fruit at the St. Louis Exposition. Prof. Martin was also recently elected a member of the Southern Nurserymen's Association and addressed the Winchester-Huntsville convention, held August 19-22. He also addressed the East Tennessee Horticultural Association, which met at Cleveland, Tenn., September 23, 24, and has been invited by the Commissioner of Agriculture, W. W. Ogilvie, to give several addresses before the State Farmers' Institutes. Prof. Martin has been making an official inspection of the nurseries of the State since July 1, and finds that the scale insects are on the increase and much damage has already been done. While making this inspection he has also collected many valuable and interesting insects for the Vanderbilt biological department.

Dr. O. E. Brown spent a busy and interesting summer occupied with travel and work. Before commencement he went to Cali-

fornia to deliver a series of lectures before the Coast Conference of Y. W. C. A. workers at Capitolia, Cal. Returning, he next went to the College Y. M. C. A. Conference at Asheville. He next made a tour of the mission fields of the M. E. Church, South, in Mexico. In August he attended a meeting of the Joint Commission of the two Methodist Churches charged with the preparation of a uniform order of worship, which was held at Ocean Grove. The summer's travel was concluded with attendance upon his Annual Conference, the Missouri Conference, just before the opening of the term. The visit to Mexico was one of peculiar interest. He was sent by the Mission Board at the request of the old Vanderbilt men on these mission fields, who arranged for a series of institutes for mission workers and asked especially that he might be sent to assist them. He visited, among other points, San Luis Potosi, Mexico City, and Guadalajara, but was prevented by the appearance of yellow fever and threatened quarantine from visiting Monterey. At each of the places visited he was entertained by the Vanderbilt men, and everywhere found them among the leaders in the mission work.

FACULTY NOTES.

Mr. John Ashford, instructor in the machine shops, will contribute three articles on "Modern Tool Room Practice" to the *Engineering Magazine* of New York this winter.

Bishop A. Coke Smith, on his way to the Tennessee Conference at Murfreesboro, delivered an address to the biblical students and candidates in Wesley Hall on Monday, October 5.

Dr. C. F. Emerick, Instructor in Economics in Vanderbilt University for two years, 1897-00, and since then at Smith College, has recently been promoted to be the head of the Department of Economics in that institution.

Mr. Edwin Wiley, Instructor in English, delivered an address upon "The Ideals of Democracy in American Literature," on April 13, before the convention of the Phi Kappa Psi (Scientific) Honor Fraternity at the University of Tennessee, in Knoxville.

Rev. S. H. Babcock, D.D., of Batesville, Ark., presiding elder of the Jonesboro District, and member of the Vanderbilt Board of Trust since the organization of the University, died suddenly in

Crawfordsville, Ark., on October 2. A more extended notice will be given later.

The article on "Sanitology" which Dr. Stubblefield, Dean of the Dental Department, read before the Massachusetts State Dental Society in Boston in June last has been printed in a late number of the *International Dental Journal* of Philadelphia, and is attracting favorable notice.

During the summer three men formerly connected with the University have died: Mr. J. M. Leech, formerly Bursar; John Lowry, Instructor in Elocution, 1881-83; and Charles Schott, assistant to Dr. Garland in the physical laboratory. Extended obituary notices will be found on page 255 of the QUARTERLY.

Dr. Charles Forster Smith, formerly Professor of Greek at Vanderbilt University, now at the University of Wisconsin, delivered the presidential address before the American Philological Association at its thirty-fifth annual session at Yale University last July. The subject of his address was "Character-Drawing in Thucydides."

Chancellor Kirkland delivered the commencement address at the University of Cincinnati on June 20. During May and June he attended school commencements at McFerrin Training School, McTyeire Institute, the Paris (Tenn.) Public Schools, Brandon Training School, Branham and Hughes School, Mooney School, and Wallace's University School.

At the sixth annual meeting of the Mississippi Historical Society, which was held in Yazoo City April 23 and 24, 1903, one of the papers presented was a biographical sketch of "Lafayette Rupert Hamberlin, Dramatic Reader and Poet, late Professor of Elocution in Vanderbilt University." It was prepared by Prof. P. H. Eager, of Mississippi College, Clinton, Miss.

Dr. Tillett, Dean of the Biblical Department, preached the commencement sermon at Arkadelphia College on May 24, and Southwestern on May 31. He also delivered a course of lectures before the Ministers' Summer Institute, which was then in session at Georgetown with an attendance of over three hundred. The Southwestern University conferred upon him the honorary degree of Doctor of Laws.

Rev. Earl D. Sims, formerly a Baptist missionary on the Chinese field, and at present an evangelist in the employ of the Baptist State Board, conducted the chapel exercises one morning

recently. He explained his presence by the interesting remark that he had seen so many Vanderbilt men on the mission fields and known them so favorably that he was anxious to see and know the place from which they went forth.

"Fifty Years: Observations, Opinions, Experiences," is the title of a book by Bishop O. P. Fitzgerald, which has recently been issued from the press of the Publishing House of the M. E. Church, South. Bishop Fitzgerald went to California as missionary in 1855, and remained in service there for twenty-three years. From 1878 to 1890 he was editor of the *Christian Advocate* in Nashville, and since 1890 he has been bishop and member of the Board of Trust. The book is autobiographical.

Chancellor J. H. Kirkland has been appointed by Gov. Frazier to a position on the State Board of Education. At a recent meeting of this Board Gov. Frazier, Superintendent Mynders, and Chancellor Kirkland were appointed a special committee to confer with the Peabody Educational Board and endeavor to secure the location of the proposed Peabody Teachers' College in Nashville. The work of Vanderbilt University, and of Chancellor Kirkland in particular, for education is well known, particularly by its results upon the private preparatory schools and the colleges of the South. The appointment of Chancellor Kirkland to the State Board of Education is an interesting and significant recognition of his work for the public schools as well.

The recent appointment of Mr. J. C. McReynolds as Assistant Attorney-General of the United States is a compliment to Mr. McReynolds and to Vanderbilt University. Mr. McReynolds is an alumnus of Vanderbilt, and has been a member of the law faculty for several years. Within the last few years no less than six men have been called from the Vanderbilt Law Department to high public positions. Judge Ed Baxter was made counsel before the Interstate Commerce Commission for Southern Railroads; Judge Dickinson was appointed Assistant Attorney-General of the United States, later became Attorney-General for the Illinois Central Railroad, and is now serving with the Attorney-General of the United States in the Alaskan boundary case. Claude Waller was made General Counsel for the Nashville, Chattanooga & St. Louis Railroad; C. N. Burch, Assistant General Counsel for the Louisville and Nashville Railroad; and John Bell Keeble, Supervising Counsel for Tennessee of the Louisville and Nashville Railroad.

ALUMNI NOTES.

'78-79 Law—Edwin T. Merrick, of the firm of Merrick & Lewis, lawyers, New Orleans, has published a "Revised Civil Code of the State of Louisiana," containing also the statutes of the Legislature down to 1898 and the decisions of the supreme court. The annotations are in part the work of his father, the late Edward T. Merrick, LL.D., who accumulated them in the course of his long service at the bar and on the bench. A copy of the code has been received by the library with the compliments of the author.

'85—Walter S. Ayers, LL.B., is special pension examiner for the United States Pension Bureau, with headquarters in Washington, Ia., where he now lives.

'86-88 Academic—Joseph M. Leveque is the editor of the *Harlequin,* a society paper published in New Orleans.

'87—Preston Vaughn, LL.B., who is practicing law in Nashville, was married on April 11, 1903, to Mary Buchanan Pryor, '00-01 Academic, of Nashville.

'88—Charles N. Burch, B.A., LL.B. ('89), has been made General Counsel of the Louisville and Nashville Railroad, the appointment being confirmed by the directors of the road at their meeting in June last. Mr. Burch began the practice of law in Nashville in partnership with Judge Claude Waller, and was for a time Assistant City Attorney under John Bell Keeble. At the expiration of his term in this office he was appointed Assistant United States Attorney for the Middle District of Tennessee. He was later in partnership with Judge J. M. Dickinson and Assistant District Attorney of the Louisville and Nashville Railroad, becoming District Attorney when Judge Dickinson resigned the position to become General Counsel of the Illinois Central Railroad. As the health of Judge Bruce, General Counsel for the road, began to fail, the office of General Solicitor was created and offered to Mr. Burch. This necessitated the removal of his residence from Nashville to Louisville. Since the death of Judge Bruce, in October, 1902, Mr. Burch has discharged the duties of General Counsel in connection with his other duties. A newspaper notice says: "Mr. Burch now occupies one of the most distinguished positions in the reach of the legal profession of the country. As the head of the legal department of the Louisville and Nashville he will be thrown under the closest attention of the financial rulers of the country, and will be no little in the public eye. The Louisville

and Nashville is one of the most important railroad systems in the country, and its interline relations make the position which Mr. Burch has assumed one of peculiar responsibility. The honor coming to Mr. Burch before he reached middle age is a distinct tribute to the ability and efficiency with which he has served the road for the past five years."

'89-91 Academic—Miss Shirley Green, formerly of Palestine, Tex., died suddenly in Brooklyn, N. Y., on February 18, 1903. [Any one who can contribute a fuller obituary notice will confer a favor by doing so.—EDS.]

'89-92 Biblical—C. C. Washburn, instructor in vocal music in the Biblical Department in 1892-93, has returned to Nashville and opened a studio, having also charge of the large chorus in West End Church. Last year Mr. Washburn made a tour of the Western cities as one of the soloists with the Theodore Thomas Orchestra, winning high commendation of his work.

'91—W. A. Webb, B.A., Professor of English in Central College, Mo., is spending a year in study abroad on leave of absence.

'91—Wesley Halliburton, B.E., is located in Memphis and is engaged in the buying and selling of timber lands.

'91—Edward T. Seay, LL.B., speaker of the Tennessee State Senate, has been appointed attorney of the Louisville and Nashville Railroad at Gallatin, Tenn.

'91-93 Engineering—Howard M. Jones has resigned his position with the Bridge and Iron Company of Louisville to accept the position of chief draughtsman in the engineering department of the N., C., and St. L. R. R. at Nashville. He was with the railroad before going to Louisville, and now returns to a more important position.

'92—Bradford Knapp, B.S., who studied law in Columbian University, Washington, D. C., and afterwards practiced in Louisiana, is now located at Belmond, Ia., and doing well.

'92—A. H. Wilson, B.S., M.S. ('93), Assistant Professor of Mathematics in Princeton University, is spending the year abroad on leave of absence to prosecute his studies at the German universities.

'92-94 Academic—William House, of Franklin, Tenn., died at his home on August 19, 1903, of typhoid fever. Mr. House left the University early in his junior year, being called home upon the death of his father to assume the responsibilities of eldest son

and brother. He was for some time in the county clerk's office of Williamson County, and then read law in the office of Hon. H. P. Fowlkes. He was admitted to the bar and began practice in May, 1897. He was a graduate of the Mooney School, a member of the D. K. E. fraternity, and a Knight of Pythias, having held every office in the local lodge of the order and holding at the time of his death the office of deputy grand chancellor. He was pure in life, manly in character, lovable in disposition, a close and apt student of the law, deeply respected and beloved by his associates at the bar and by the community. At the time of his death he had just entered upon his twenty-eighth year. He is survived by his mother and brothers and sisters. A meeting of the Franklin bar was held on August 22, at which resolutions of respect were adopted and a memorial address was delivered by Mr. James F. Eggleston.—*Franklin Review-Appeal, August 27, 1903.*

'92-94 Eng.—Warren Atkinson is in New York in the employment of the New York Telephone Company and is an active member of the Social Democratic party of Kings County.

'93—Margaret Rooker Bradshaw, M.A., widow of Frank E. Bradshaw, M.A. ('93), who was Instructor in Latin during the year 1894-95 and part of the year 1895-96, until his death, received the degree of Ph.D. from Yale University in 1902, and is now Instructor in English in Smith College, Northampton, Mass.

'93—W. B. Nance, B.A., professor in the Mission School at Soochow, and Mrs. Nance (Florence R. Keiser, '93-97 Academic) are spending a year on leave of absence in America.

'93—Samuel E. Hager, B.D., who with his wife and family has been spending a year on leave in America, has returned to his mission work in Hiroshima, Japan.

'93—The Lafayette District of the North Alabama Conference will erect a superannuates' home in memory of Eugene H. Hawkins, B.D., late presiding elder of the district, whose death was chronicled in the October, 1902, number of the QUARTERLY.

'93-95 Academic—H. C. Thach, who is practicing law in Athens, Ala., was married on September 1 to Edith Marion, daughter of Mr. and Mrs. R. H. Mason, of McMinnville, Tenn.

'94—W. H. Bates, B.A., who has been studying at the University of Chicago for some time, has taken a position as Instructor in Mathematics at Purdue University.

'94—C. T. Kirkpatrick, B.A., who is teaching in the Fogg High School, has been given the degree of M.A., for work in history,

English literature, and English philology, his thesis being in the latter field.

'95—J. R. Hunter, B.A., is Professor of Ancient Languages in Sullins Female College, Bristol, Tenn.-Va.

'95—Letty S. Linch, B.A., is Professor of French and History in the Florida Conference College at Tallahassee, Fla.

'95—G. W. Williamson, B.A. (M.D. '00), was married on June 24 to Miss Bertha Gordon, daughter of Capt. and Mrs. Andrew Gordon, of Lynnville, Tenn. Dr. Williamson is located in Iuka, Ky.

'95—Albert D. Keller, M.A., who has been Professor of English and Economics in Heidelberg College, Tiffin, O., since his graduation, will be henceforth Professor of English, giving over the Economics to a newly appointed Professor of Economics.

'95—E. K. Turner, M.A., who since his graduation has been Professor of Greek and Latin in Southern University, Greensboro, Ala., has become Professor of Latin in Emory College, Ga.

'95-00 Grad.—Jones Fuller is engaged in the banking business at Easley, S. C., being cashier of the Easley Loan & Trust Company.

'96—C. R. Baskervill, B.A., M.A. ('98), was married on August 19 to Miss Catharine Quarles, of Bowling Green, Va. Mr. Baskervill was Fellow in English at Vanderbilt University in 1898-99. He afterwards taught in schools and studied at the University of Chicago. For more than a year he has been at his home in West Tennessee suffering from weak eyes. He has now so far recovered as to be able to resume his work, and has taken a position as Professor of English in the Territorial Normal School at Edmond, Okla.

'96—Dr. Campbell Bonner, B.A., M.A. ('97), Professor of Greek in the Peabody Teachers' College, Nashville, was married on September 29 to Ethel, daughter of Mr. and Mrs. J. T. Howell, of Nashville.

'96—Edwin M. Rankin, B.A., M.A. ('97), received his doctor's degree in philosophy from Harvard University in June last, and has been appointed Tutor in Latin at Princeton University. For his thesis he made a study of one phase of the social and domestic life of the Greeks—namely, that illustrated by references to Grecian cooks in classic literature.

'96—D. T. Wilson, M.A., who for a year past has been in the Naval Observatory at Washington, has been elected to an assistant

professorship in mathematics at the Case School of Applied Sciences, Cleveland, O., and takes up his work in that school with the opening of the current session.

'96—A. D. Eatherly, B.E., is engineer in charge of the Tracy City mines of the T. C., I., and R. R. Co.

'96—Edward F. Kennedy, LL.B., is located at Macon, Miss., in the practice of law.

'96—James F. Pickens, D.D.S., of Morristown, Tenn., was married on September 3 to Miss Minnie Clayton Johnson, of Johnson City, Tenn.

'96-97 Academic—W. H. Turney is principal of a flourishing high school at Watertown, Tenn.

'96-97 Academic—James P. March, assistant cashier in the offices of the Cumberland Telephone Company at Nashville, has been sent to take an important position in the company's office at Memphis, Tenn.

'96-99 Academic—John B. Wardlaw Snead, who is engaged in the lumber business at Lynnville, Tenn., was married on June 24 to Annie Laird, daughter of Mr. and Mrs. Robert James McLaurine, of Lynnville, Tenn.

'96-00 Academic—Stewart C. Pilcher received the degree of LL.B. from Columbia University in June last.

'96-00 Academic—Eugene Harralson, a member of the Louisville Conference of the M. E. Church, South, died in Louisville June 17, where he had been located for nearly a year as pastor of the Chestnut Street Church.

'97—Myles O'Connor, B.A. (M.A. '99, LL.B. '02), was married in Atlanta on April 25 to Florence Aletha, daughter of Mr. and Mrs. James Deakin Collins, of Atlanta. Mr. O'Connor is engaged in the practice of law in Nashville, with an office in the Vanderbilt Building.

'97—Robert Breckenridge Goree, Ph.C., of Orange, Tex., was married in that place on June 16, 1903, to Annie Elizabeth, daughter of Mr. and Mrs. Eugene W. Bancroft.

'97-02 Graduate—J. C. Hardy, sometime assistant and instructor in Latin and German at Vanderbilt University, has been elected Professor of Modern Languages at Southwestern University, Tex.

'97—E. S. Jones, B.A., M.A. ('98), is instructor in Biology at the University of Virginia, and is carrying on summer work at Clark University to complete his work for the doctor's degree.

'98—Oscar Teague, B.S., who has been studying medicine in Göttingen, Berlin, and Vienna since his graduation, has taken his degree in medicine from the University of Berlin and has returned.

'98—Charles J. Elbrich, B.E., who has been assistant engineer on the Louisville, Cincinnati, and Lexington Division of the Louisville and Nashville, has been made road master of the Memphis Division, in charge of construction and maintenance of way on the line from Bowling Green to Memphis.

'98—J. Ross Snyder, B.A., M.D. ('01), was married on September 28 to Miss Ethel Middleton Morrow, of Birmingham, Ala., where he is now located in the practice of medicine.

'99—John F. White, B.A., LL.B. ('01), has removed from Atlanta, Ga., on account of his health, and is located in Tampa, Fla., practicing law.

'99—A. C. Estes, LL.B., who, since his graduation, has been practicing law in Nashville, has moved to Fresno, Cal., where he is beginning to build up a good practice.

'99—J. K. Marshall, Jr., B.A., Principal of the Training School at Stanton, Tenn., was married on June 10 to Mary Ellen, daughter of Mr. and Mrs. K. H. Whitten, of Covington, Tenn.

'99—E. D. Patterson, B.A., received the degree of LL.B. from Columbia University in June last, and has settled in Memphis for the practice of his profession.

'99—W. J. Howard, B.A., M.A. ('00), LL.B. ('01), who taught in the Wallace University School in Nashville last year, has accepted a position as professor in the North Alabama Conference College at Birmingham, Ala.

'99—D. I. Miller, B.E., recently with the Illinois Steel Company at Chicago, has returned to Sheffield, Ala., to take a position as foreman of one of the Sloss furnaces at that point.

'99—H. B. Talley, LL.B., graduated in law from the Columbian University, Washington, D. C., in June last.

'99-00 Academic—Joseph E. Cliffe was married on August 4 to Ada, daughter of Mr. and Mrs. A. C. Vaughn, of Franklin, Tenn. Mr. Cliffe has a position in the offices of the L. and N. Railroad in Nashville.

'99-00 and '02-03 Academic—Felix M. Massey was married on June 24 to Miss Ota Bird, of Bellbuckle. Mr. Massey is Principal of the Cornersville (Tenn.) Training School.

'99-01 Academic—W. R. Cornelius is engaged in the lumber business at Cairo, Ill., with the Chicago Mill and Lumber Co.

'99-01 Engineering—Sypret Warfield Kendrick was married on June 3 to Clementina Carroll, daughter of Mrs. P. H. Hill, of Washington, D. C. Mr. Kendrick is located in Washington.

'99-02 Academic—Bessie A. Craig is teaching in the Fordyce Training School, Fordyce, Ark.

'00—M. Virginia Garner, B.S., who since graduation has been teaching in Arkadelphia College (Ark.), and in Lexington (Mo.) Female College, has been accepted by the Mission Board and sent to Japan to teach in the Anglo-Japanese College at Cola.

'00—George McPhail Smith, B.S., who since his graduation has been abroad studying chemistry in the Universities of Geneva, Berlin, and Freiburg, has taken the degree of Ph.D. from Freiburg and has been appointed Instructor in Chemistry in the Michigan College of Mines at Houghton, Mich.

'00—Owen M. Jones, B.E., assistant in the office of the Chief Engineer of the N., C., and St. L. Railroad at Nashville, has accepted a position as Instructor in the Engineering Department of Syracuse (N. Y.) University, of which Prof. William Kent, author of the "Mechanical Engineer's Pocketbook," and other standard engineering works, is Dean.

'00—L. E. Mayfield, Ph.C., who is in business in Columbus, Miss., was married on September 23, 1903, to Daisy, daughter of Mr. and Mrs. D. D. Stephenson, of that place.

'00-01 Academic—W. O. Jenkins is with the Monterey Foundry and Machine Works, Monterey, Mex.

'00-03 Academic—Wilbur Hamilton Barclay, of Louisville, Ky., died after a brief illness May 14, 1903, at the age of twenty-two years. He was the son of Wilbur F. Barclay, Assistant Secretary of the Board of Church Extension of the Methodist Church, South, and a grandson of Bishop R. K. Hargrove. He was prepared for college at the Louisville Manual Training High School.

'00-03 Engineering—Forrest Uhl was married on September 29 to Marion Mabel, daughter of Mr. and Mrs. James Page, of Nashville, Tenn. Mr. Uhl is assistant city engineer in Jackson, Tenn., and is also Instructor in Drawing in the Southwestern Baptist University.

'01—Bessie N. Cravath, M.A., was married at West Chester, Pa., on September 22, 1903, to Mr. H. A. Miller, who was formerly a professor at Fisk University.

'01—C. F. Stough, M.A., who was appointed to a position in the Nashville High School in 1902, has resigned and accepted a

position as teacher of Latin and Greek in the Military Academy at Mexico, Mo.

'01—In a recent examination for license to practice pharmacy, held by the Louisiana State Board of Pharmacy, A. W. Eason, Ph.C., of Shreveport, led the class of twenty candidates who passed out of forty applicants.

'01—J. L. Borgerhoff, M.A., who was Fellow in French during the year '99-00, and has since been at the University of Wisconsin and the University of Chicago as graduate student and instructor, was married on September 16, 1903, to Elizabeth Woodward, daughter of Mrs. Sarah Woodward Guerrard, of Atlanta, Ga. Mr. Borgerhoff has just been elected Associate Professor of French in Western Reserve University.

'01—R. L. Jetton, Ph.C., of Mayfield, Ky., died of typhoid fever at his home on August 3, 1903, after an illness of two weeks. He was born near Farmington, Ky., on April 7, 1872, and obtained his earlier education at that place. He entered the University in February, 1897, and remained through the summer. After working in a drug store for three years, he returned in the fall of 1900, and graduated the following June. Since graduation he has been engaged in the drug business, and at the time of his death was in partnership with Mr. J. Radford, in Mayfield, Ky.

'01—J. E. McCulloch, B.D., was married on September 3 to Minerva Annette Clyce, of Mexico, Mo. For the past two years Mr. McCulloch has been connected with the Student Volunteer Movement in the South and has also been Secretary of the Young People's Missionary Work in the M. E. Church, South. This work he has resigned, and he will spend several months abroad observing what is known as the "forward movement" work of the Wesleyan Church in England. Upon his return he will take up a similar line of "open Church work" which is to be inaugurated by the Board of Missions of the M. E. Church, South, in southern cities.

'01-02 Academic—Webber B. Earthman, of Murfreesboro, was married on October 27, 1903, to Margaret Richards, daughter of the late Edwin H. Douglas, of Franklin, Tenn.

'01-02 Academic—Jordan Stokes and Miss Elsie Rhea Warren, '01-02, Academic, both of Nashville, were married on December 24, 1902.

'02—David Wistar Daniel, M.A., Professor of English in Clem-

son College, S. C., was married on January 21 to Miss Eva Jones, of Batesburg, S. C.

'02—M. E. Holderness, B.A., lately Principal of Fordyce Training School, and for the past year President of Province Epsilon of the Sigma Alpha Epsilon Fraternity, was at the annual meeting in December, 1902, elected Eminent Supreme Archon. The next annual convention of the fraternity will be held in Memphis.

'02—William Mason Booth, M.D., tackle on the football teams of '99, '00, '01, was married on February 17 to Miss Elizabeth Pearle, daughter of Mr. and Mrs. Willis B. Vaughan, of Elkmont, Ala.

'02—L. L. Dantzler, M.A., is assistant in the University School, Crowley, La.

'02—F. W. Williams, B.A., who last year had a position in the Columbia (Tenn.) Public High School, is this year associated with Mr. J. E. Ford in the management of a private training school for boys at the same place. They already have an enrollment of over sixty, and have a building under construction which will be ready for occupancy at the beginning of the fall session next year.

'02—Amelia McT. Baskervill, B.A., who was teaching in Richmond, Ky., last year, now has a position in Sullins College, Bristol, Tenn.-Va.

'02—J. E. Edgerton, B.A., M.A. ('03), is teaching in the Castle Heights School, Lebanon, Tenn.

'02—Martha M. Maney, B.S., who taught in Ward Seminary last year, has a position as teacher of mathematics and physics in Peace Institute, Raleigh, N. C.

'02—Thomas M. Neel, Jr., B.E., is draughtsman in the Tennessee Central Railroad Shops at Nashville, Tenn.

'02—James A. Peoples, LL.B., one of the Principals of the Battle Ground Academy, was married on October 15, 1903, to Emma Clary, daughter of Mr. and Mrs. L. T. Webb, of Nashville.

'02—R. W. Hynds, M.D., acting Bacteriologist to the Atlanta Board of Health, has achieved honorable distinction in Atlanta during the past summer by successfully conducting a fight for pure milk. As a result the Board of Health will hereafter have the assistance of a competent veterinarian as dairy inspector, with ample powers to protect the milk supply of the city.

'02-03 Biblical—Thomas Eubanks Marshall was married on

September 2 to Margaret, daughter of Mr. and Mrs. David Douglas, Vanderbilt Campus. Mr. Marshall is Principal of the Carrollton (Miss.) High School.

'03—Allen H. Hughey, B.A., and John P. Turner, B.A. '00, M.A. '01, are in charge of the Weatherford (Tex.) Collegiate Institute, a training school which is successor to Weatherford College.

'03—Coleman Bailey Waller, M.A. (Wofford) sometime graduate student and instructor in mathematics in Vanderbilt, professor of mathematics in Clemson College, was given the degree of Ph.D. in February, 1903, for work done in chemistry, mathematics, and physics. He presented for his thesis a study of "The Influence of Certain Oxides and Sulphates on the Decomposition of Sodium Peroxide." He has been elected professor of natural sciences in Wofford College and given leave of absence for a year for further study and travel. His place will be supplied by C. S. Williamson, B.S., M.S., lately assistant in geology in Vanderbilt University.

'03—Glenn Flinn, B.D., is pastor of Third Street, M. E. Church, South, in Alexandria, La.

On the staff of Gov. James B. Frazier, of Tennessee, are: Dr. R. E. Fort, '94, surgeon general; Harvey C. Alexander, '91-93, assistant adjutant general with rank of colonel; E. A. Price, ex-'82 Academic, colonel; Leon B. Carraway, '94-96 Law, captain in the First Regiment of Tennessee Volunteers in the Spanish war, of Big Sandy, colonel.

At the annual meeting of the Tennessee State Dental Association in Chattanooga, in July last, three graduates of the Vanderbilt Department of Dentistry were elected to important positions in the organization: Dr. J. D. Towner, '98, of Memphis, was elected First Vice President; Dr. W. P. Sims, '99, of Nashville, was elected Treasurer; and Dr. P. M. Joyner, '01, of Union City, was elected a member of the Executive Committee.

The Sigma Chis are building on Garland Avenue a handsome brick chapter house which they hope to occupy by the opening of the second term. There are to be four rooms in the basement and three on the second floor, while the four rooms on the first floor are so built that they can be opened up and thrown into essentially one great reception hall on occasion.

Medical Alumni—Drs. R. L. Carswell, '00, John W. Hanner, '01 (B.A. '96), and C. A. Snoddy, '01, have entered the United

States army as surgeons with the rank of first lieutenant, and have been assigned to foreign service on the army transports for two years. After graduating, Dr. Carswell made a brilliant record in the New York hospitals. Dr. Hanner was in Dr. Douglas's office for two years, and Dr. Snoddy was an assistant to the chair of materia medica in the Medical Department.

"Professional Success of Three Young Lawyers" was the title of an illustrated three-column article in the Nashville *Banner* of July 28, 1903, describing the collegiate and professional careers of three prominent Vanderbilt alumni: John Bell Keeble, LL.B. ('88), District Attorney for the Louisville and Nashville Railroad, with headquarters in Nashville; Judge Claude Waller, B.S. ('84), B.E. ('86), M.S. ('88), LL.B ('90), formerly judge of the Second Circuit Court of Davidson County, now General Counsel of the Nashville, Chattanooga, and St. Louis Railroad, with headquarters in Nashville; and Charles N. Burch, B.A. ('88), LL.B. ('89), General Counsel for the Louisville and Nashville Railroad, with headquarters in Louisville.

THE ENTRANCE PRIZES.

THE prizes for the best grades made at the September (1903) entrance examinations were both won by representatives of new schools. The Cupples prize for the best grade in Latin and Greek was won by Arthur Jones, of the Dresden Training School, Dresden, Tenn., John B. Tansil, B.A., Founder's Medalist, '00, Principal. The Herman prize for the best grade made in mathematics, English, and United States history was won by John C. Ransom, of the Bowen School, Nashville, A. G. Bowen, M.A. '97, Principal, and James McClure, B.A. '98, M.A. '99, Assistant.

SPALDING'S OFFICIAL FOOTBALL GUIDE.

"SPALDING'S Official Football Guide for 1903" contains an article on "Football in the Southwest," by H. W. Lanigan, sporting editor of the St. Louis *Star,* and another on "Southern Football," by J. L. DeSaulles, famous as quarter-back on the Yale University team and at present head coach of the University of Virginia team. Mr. Lanigan brackets Vanderbilt University team with the teams of Sewanee, the University of Texas, and the Texas Agricultural and Mechanical College as the four big teams of the

Southwest, and says of the play of the Vanderbilt team: "The Vanderbilt University team of last year presented the system of open field work, which is in vogue in the East, and needed only a more thorough course in fundamental work to be a formidable foe."

Mr. DeSaulles, speaking of the development of football in the South, of the improvement in the play of old teams, and the rise of new teams into prominence, points out several conspicuous instances in the history of the season of 1902 in which strong teams took long trips, defeating opponents of consideration and returning only to be defeated by opponents nearer home later in the season, and makes this comment: "It is no longer possible for the best team in the South to put themselves up to meet all comers, for while they might be able to defeat any one Southern team, they cannot defeat them all."

For the "All Southwestern" team Mr. Lanigan selects Edgerton for full-back, Lawler for left tackle, Kyle for substitute quarter, and Bryan for substitute left end. Mr. DeSaulles selects Edgerton for right half-back on his "All Southern" team, and adds: "Edgerton, of Vanderbilt, has been on the 'All Southern' before, having played half and full at Vanderbilt for four years. His reputation does not depend alone on this season's work, for he has been a consistent star throughout his career."

Only once, and then in a merely incidental way, does the Southern Intercollegiate Athletic Association receive mention. Yet there is no association in the land which possesses more authority and disciplinary power over its members, or uses its power more thoroughly and constantly than does the Southern. Neither does the principle of faculty regulation of athletics, on which it is based, receive consideration. The Southern Intercollegiate Athletic Association is too influential a factor in Southern athletics to be so curtly dismissed in a general handbook of sport.

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